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Descriptors - *Developmental Programs, Empathy, *Employment Services, *Human Resources, *Human Services, Interpersonal Competence, Sensitivity Training, *Staff Improvement, Staff Role, Teamwork

This project involved employment service personnel in a training program of staff development experiences which attempted to emphasize the special skills required for the expanding human resources mission of the employment service. Particular attention focused on staff relationships, the image of the employment service in the community, specialized techniques for working with client groups, and special problems of the client constituency. Implementation of the 12-month demonstration project was to be accomplished in the following three interrelated phases: (1) field investigation and training program, (2) staff development training program, and (3) project evaluation and report. Basic components of the training included Group Process (which was felt to be an effective component to be used only under the guidance of an experienced professional), Participant Seminars, Consultant Sessions, Field Work Activity, and "Model Employment Service" (none of which was totally dependent upon one another for effective use). It is felt that the training endeavor reported here can provide a solid foundation upon which meaningful non-traditional training experiences can be constructed. (Author/CJ)

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VOLUME I



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MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

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MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR
EMPLOYMENT SECURITY PERSONNEL

Conducted by
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For
The Division of Employment Security
State of Missouri

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MISSOURI VALLEY STAFF DEVELOPMENT PROJECT
FOR
EMPLOYMENT SECURITY PERSONNEL

PREFACE

The Missouri Valley Staff Development Project for Employment Security Personnel was born out of a collection of informal, random observations of and contacts with Employment Security personnel made over a period of years by a number of University of Missouri - Kansas City staff members while working on various projects for the Employment Service. On various occasions these observations were discussed in casual staff sessions. The general conclusions drawn were:

- 1) The Employment Service was faced in a number of instances by difficulties which were centered around human understanding of and empathic communication between Employment Service employees and their colleagues, the applicants they attempt to serve, the employers of the community, and supervisory and management personnel within the Employment Service.
- 2) These situations might be improved through a special collection of training experiences organized into a uniquely innovative staff development program.

From time to time these ideas were also discussed with various persons from the Missouri Division of Labor and Industrial Relations and from the Regional Office of the Bureau of Employment Security, United States Department of Labor. Without exception interest in these observations, conclusions, and ideas was expressed and encouragement was given to continue the exploration of the possibilities of a staff development project. With this encouragement a serious effort was made to draw concrete conclusions from these observations and to establish some realistic goals for such a staff development project. As the impressions made by these observations were reviewed and organized it became apparent that:

The Employment Service is designed to function as a team which will bring to bear considerable ability, energy, talent, and financial resources to accomplish the goal of optimum development of human resources.

The Employment Service team is composed of a collection of varied individuals each with his own ideas concerning where and how he fits into the local office team and how the team should go about the business of accomplishing the goal for which it is designed.

The Employment Service team members' varied points of view concerning team function combined with often unknown attitudes held by employers and clients concerning the function, operation, and ends of the Employment Service, produce situations which sometimes find team members striving to accomplish the same things, but in such a way that sometimes they do not complement one another.

The Employment Service team members must acquire a more sympathetic understanding of the special duties, needs, responsibilities, and problems which are a part of the many team positions if they are to become aware that no job need be, nor can be done in isolation and that every job is vital to and inseparable from the team effort.

Once these observations were organized their implications for staff development became readily apparent and the establishment of goals was facilitated. It was obvious that a staff development endeavor should be aimed at providing opportunities for Employment Service personnel to:

- gain insight into the several operational team components by viewing the Employment Service from different perspectives

- develop ways of increasing intra-team cooperation and coordination of resources and effort in a revitalized drive toward achievement of the Employment Service team's goals

- discover techniques to improve human relationships and working ability with colleagues, clients, and employers.

Once the point of being able to state with some degree of confidence a set of goals for a staff development endeavor was reached, all that was required for the construction of the purpose for a staff development program was at hand. That purpose was to involve Employment Service personnel in:

A developmental program of specially designed and constructed experiences focused around

- creation of better staff relationships
- improvement of the Employment Service image in the economic and social community
- development of increased understanding of current client groups and their particular problems.

A concentrated and active attempt to

- create innovative and specialized techniques for serving clients
- develop more effective means of enhancing the special competencies of Employment Service personnel
- seek improved methods of accomplishing the comprehensive human resources mission of the Employment Service.

This statement of purpose provided the foundation upon which the fabric of the Missouri Valley Staff Development Project for Employment Security Personnel could be constructed. Hence, a three phase proposal was written and submitted to the Missouri Division of Employment Security which in turn granted to the University of Missouri - Kansas City the funds necessary to carry out this research and development project.

The story of the construction, execution, and evaluation of this project is reported in the following text.

Jane Berry

Kenneth K. Kern

Acknowledgements

Success of any endeavor is highly dependent upon the quality and quantity of the consideration, cooperation, and talent contributed to it by interested persons. The Missouri Valley Staff Development Project for Employment Security Personnel is no exception. Without the efforts of a multitude of people this project could not have come into being, nor could it have had any measure of success. Far more people than can be reasonably mentioned here made contributions beyond expectation. However, the assistance of a few deserves special mention and a special thank you. We wish to express our appreciation

- ...first, to the many Employment Service Local Office Managers who ably aided the project staff members in conducting the investigation and evaluation portions of this project;
- ...to the members of the Advisory Committee whose wise consultation time and time again guided us along fruitful pathways and steered us away from numerous pitfalls;
- ...to Arnie Solem, Regional Administrator, United States Department of Labor, Bureau of Employment Security who offered us initial encouragement and special professional guidance;
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...to Iona Henderson, Administrative Assistant, Division for Continuing Education, University of Missouri - Kansas City for expert advice and assistance in handling project financial operations;

...Aldor Ferrara, Loretta Loftus, Lorraine Pennington, and Janice Roll, Coding Clerks and Clerical Assistants, to whom fell the arduous tasks of coding and tabulating a mountain of data, constructing data tables and report forms, and preparing many of the stencils for this report;

...to these persons, and still more, we wish to acknowledge our debt.

INTRODUCTION

Employment Service programs aimed at the optimum development of human resources have recently undergone a period of growth and expansion of scope, volume, quality, and intensity. Made apparent by this proliferation of services was the necessity for the development of improved ways of training Employment Service personnel to handle the increasingly more complex operational and interpersonal dynamics of their jobs. The Division for Continuing Education, University of Missouri - Kansas City through its past and ongoing contacts with the Employment Service was made readily aware of this fact. Certain members of the University community realized that the Employment Service was faced with a complex need and that the University could draw on a unique combination of experience, talents, and knowledge in an effort to formulate a training endeavor which could assist the Employment Service in fulfilling its need and meeting its obligations to the persons it wished to serve. Thus, the proposal for the Missouri Valley Staff Development Project for Employment Security Personnel was created and submitted to the Missouri Division of Employment Security.¹

The purpose of this proposal was to offer the Missouri Department of Labor and Industrial Relations the opportunity:

To involve Region VII Employment Service personnel in a training program of staff development experiences which will emphasize and enhance the special competencies and capabilities required for the newer and more comprehensive human resources mission of the Employment Service. Particular attention will be directed to staff relationships, the image

¹A copy of this proposal may be found in Appendix I.

of the Employment Service in the community, specialized techniques for working with client groups, and special problems of the current client constituency.²

Implementation of this purpose was to be accomplished through three (3) separate but necessarily interrelated phases. In sequence, the phase design was structured as follows:

- I. Field Investigation and Training Program Design
- II. Execution of Staff Development Training Program
- III. Project Evaluation and Report

After due consideration by State and Regional Employment Service officials the proposal was approved and funds allocated for the execution of the twelve-month experimental and demonstration project. According to agreement the project was to commence 1 September 1967 and terminate 30 August 1968 and was to be conducted in accordance with the following schedule:

Phase I : Field Investigation and Training Program Design
September through December 1967

Phase II : Execution of Staff Development Training Program
January through April 1968

Phase III: Project Evaluation and Report
May through August 1968

The following report details the efforts and activities of each of the three phases of the experimental and demonstration Missouri Valley Staff Development Project for Employment Security Personnel. Also included is a section of conclusions and recommendations. It is hoped that this explication will provide useful information for those persons who are interested in the

²Proposal: Missouri Valley Staff Development Project for Employment Security Personnel. Kansas City, Missouri: University of Missouri - Kansas City, Division for Continuing Education, June, 1967, p. 3.

Employment Service and interested in discovering ways in which the Employment Service can be assisted in becoming a more effective force in the nation's economy and the nation's concern for the well-being of its people.

Phase I

Phase I of the Missouri Valley Staff Development Project for Employment Security Personnel, the Field Investigation and Program Development segment of the project, occupied the months of September, October, November, and December 1967. This four month period was devoted to:

- 1) acquisition, orientation, and training of project staff members
- 2) selection and utilization of an Advisory Committee composed of Employment Service and University personnel
- 3) development, refinement, administration, and partial analysis of an Opinionnaire and Interview Schedule for Employment Service personnel and selected (Employment Service) employers
- 4) construction of a flexible training program model of such a design as to permit modification where necessary.

Project Staff

The Project staff was composed of a Project Consultant, Project Coordinator, two Project Training Assistants, a secretary, and three coding clerks.³ In addition, Dr. Billy E. Jessee and Dr. John Joseph Doerr, School of Education, Department of Counseling and Guidance, University of Missouri-Kansas City were employed as Group Process leaders.

Orientation of the training staff to the various aspects and operations of the Employment Service was considered essential if Project purposes and goals were to be realized. This orientation was accomplished through direct observations of Employment Service offices in operation; participation in International Association of Personnel in Employment Security institutes, workshops, and conventions; consultation with Employment Service personnel at the local, state, and regional level;

³Appendix II contains a complete listing of project staff members.

and consultation with persons having had direct experience in the actual development of Employment Service training programs.

The training staff's orientation to the purposes and goals of the Project was carried out concomitantly with the above procedures. The stated goals of the Project were to provide opportunities for Employment Security personnel to:

- gain increased understanding of the operations of the several Employment Service team components by actively viewing the Employment Service from the varied perspectives of applicants, fellow employees, employers, and outside consultants

- develop ways of increasing cooperation between Employment Service team members and establish more effective coordination of resources and effort to better accomplish the Employment Service team's goal of optimum development of human resources

and,

- explore techniques for improving interpersonal relations and working abilities with colleagues, clients, and employers.

Orientation of staff members to the above Project goals was implemented through intensive staff meetings, continued direct observation of Employment Service operations, and further consultation with Employment Service personnel representing various administrative levels and occupational positions, and training specialists experienced in Employment Service training development.

As a result of this orientation it became possible to analyze from a number of perspectives the operation of the Employment Service as a unit functioning toward the attainment of specific goals. This led to the formulation of a general outline of areas of concentration and methodology which were explored, developed, and subsequently incorporated into the training program which is described in this report.

Advisory Committee

An Advisory Committee consisting of representatives of the Bureau of Employment Security Regional Office, representatives of the Employment Service State Offices of Iowa, Kansas, Missouri, and Nebraska, a local office manager, and two educators was constituted.⁴ This Advisory Committee met periodically in Kansas City, Missouri, with the Project training staff. It functioned as a consultative body advising the staff on such matters as a) the necessary procedures with which to comply in administering the Opinionnaire, b) making initial contact with and arranging for employer interviews, c) selection of the Employment Service trainees for participation in the project, d) arrangement for the release of participants from their duties for the training period, and e) the construction of the actual training program.

Employment Service Personnel Opinionnaire Construction and Administration

In order to achieve the Project's objectives, data regarding the attitudes held by the training population for which the project was designed, was considered to be essential. Specifically, data concerning Employment Service as a whole was necessary. With this in mind an instrument in the form of an Opinionnaire was developed to obtain information concerning attitudes of the Employment Service personnel about: (a) their own duties, (b) the duties of other Employment Service personnel, (c) the organization, and practices of the Employment service, (d) communication within the structure of the Employment Service, (e) clients, and (f) employers.

A pool of Opinionnaire items was developed to elicit the type, quality and

⁴A complete roster of the Advisory Committee members may be found in Appendix III

quantity of information desired. This item pool was used in the construction of a tentative opinionnaire to be used in a Pilot Investigation.⁵ The object of this Pilot Investigation was to provide information concerning: (a) modification and revision of the Opinionnaire itself as an attitudinal measurement instrument, (b) the development of systems for coding and analyzing the data obtained from the instrument, and (c) the quality and quantity of data which would be collected when a final form of opinionnaire was administered to the Project's selected Employment Service personnel population.

The pilot investigation was conducted at a local office of the Missouri State Employment Service. A sample population of fifteen persons representing the staff positions, Receptionist-Monitor, Placement Technician-Interviewer, and Counselor, which had been designated in the proposal for training, was utilized. Each member of this population was given the tentative Opinionnaire. Upon completion of the form, each person was interviewed in an effort to obtain information concerning the strengths, weaknesses, omissions, and duplications contained within the form. A description of the procedures used and the data obtained in this investigation may be found in "Report of Pilot Investigation of Employment Service Personnel Attitude Measuring Instrument".⁶ The data obtained was used in making modifications and revisions necessary for the production of the final form of the Opinionnaire and in the development systems for coding and analyzing data.⁷

⁵A copy of the tentative opinionnaire form may be found in Appendix IV.

⁶A copy of the "Report of Pilot Investigation of Employment Service Personnel Attitude Measuring Instrument" may be found in Appendix V.

⁷A copy of the final form of the Opinionnaire may be found in Appendix VI.

During the months of October and November, 1967, the Opinionnaire was sent to all Employment Service counselors, Placement Technicians, and Receptionists in Missouri, Kansas, Nebraska, Iowa, North Dakota, and South Dakota. A total of 1,134 Opinionnaires were mailed. Names of personnel were made available to the Project staff by the administrative offices of the various state Employment Services.

Each Opinionnaire was accompanied by a cover letter addressed to the specific individual to whom it was being directed and a stamped, self-addressed return envelope. The mailing of the Opinionnaires was preceded by the mailing of a sample Opinionnaire and a letter of explanation to each local Employment Service Office Manager. This letter explained what was being done and asked for cooperation. In the case of local offices receiving more than five Opinionnaires, the individually addressed envelopes were mailed to local office managers with a request that they be delivered to the intended recipients. Specific Information as to the number of Opinionnaires mailed to each state by position, number and percentage of usable returns from each state may be found in Appendix VII.⁸

Opinionnaire Data Analysis

The Opinionnaires when returned were sorted by means of the postmark on the return envelope into state categories and were further sorted into position categories by means of question 5 which was as follows:

⁸ A copy of the "Attitude Instrument Response Report" may be found in Appendix VII.

(5) Your present position with the Employment Service is:

____ Receptionist
or Monitor

____ Counselor

____ Placement
Technician

Division _____

In the instances where this question was not answered, or where another position was written in that appeared to be a different position, rather than simply an alternate title, the form was removed from the analysis population. Examples of those removed from the analysis population include (a) Local Office Manager, (b) Statistical Clerk, (c) Farm Labor Analyst, and (d) Employer Service Realtions. All Opinionnaires returned by employees of Unemployment Insurance were removed from the analysis population. This category was extremely small and was identified by the division response to question 5.

Following the above deletions, the forms were sorted into sex categories as identified by the response to item 1 of the Opinionnaire.

Coding of responses was carried out utilizing the coding system developed from the pilot investigation. Minor revisions to this system were dictated by greater variance in responses on the final form. Each individual answer was read and coded. It should be noted that the coding system is such that many questions could be answered in such a way that more than one coding category could be utilized. Examples are as follows:

26. What topics should be discussed at staff meetings?

"Internal and external problems of the Employment Service and 'probable' solutions. Such as how to stop 'buck passing' and how to stop shuttling applicants from one desk to another and having them state their position at each stop."

The above response was coded: (a) Employer Relations, (b) Internal Relations, and (c) other.

28. What type(s) of job applicants or clients are hardest to serve?

"Undependable, dishonest, older unskilled, in that order."

The above response was coded: (a) Skill and Education, (b) Age, and (c) other.

While multiple coding was possible so was the use of a single code as exemplified by the following:

8. What is the least important function of your present position?

"Routine Paper Work."

This response was coded "paper work."

17. What do you like least about your position?

"Routine paper work."

This response was coded "paper work."

9. Please write a brief job description of the following positions:

Counselor - "Gives Guidance To Applicants Whose Problems Are More Involved Than Merely Finding A Job."

This response was coded "counseling."

The coding having been completed, the responses for each category by position, sex, and state were tallied. The numerical data obtained from this breakdown is presented in Appendix VII.⁹

There is evidence to suggest that significant differences in attitudes between states exist in certain cases. However, this is also true of different local offices, or even different divisions within the same office. cursory examination

⁹Complete numerical breakdowns may be found in Appendix VIII.

of the data indicated that differences between states were not sufficient to warrant reporting. Since the program was concerned with the team relationship, the numerical data by position is reported in a more readable form in Appendix VIII.¹⁰

The position data is presented according to goal-focused areas. These areas categorize the data the Opinionnaire was designed to elicit and are labeled:

- Data about Personnel
- Attitudes toward Own Duties
- Attitudes toward Duties of Other Personnel
- Attitudes toward Communication within the Structure of the Employment Service
- Attitudes toward Organization and Practices of the Employment Service
- Attitudes toward Clients
- Attitudes toward Employers

Three techniques were used to indentify numerically significant item responses. These techniques were: (a) use of an arbitraty criterion level of 66.7% of all responses made to a given item, (b) the numerically largest response category, and (c) the existence of zero responses for a response category. These techniques each indicate certain things and each has its own pitfalls. The reaching of the 66.7% response level indicates a high degree of consensus in a single response category. A pitfall of this technique is that in some cases the criterion level may be approached but not met. In an instance of this sort, the response may be important but is not noted because it did not meet the arbitrary criterion. Failure to reach this level may mean a lack of knowledge on the part of the respondents, large differences in problems throughout the region, or simply a multifacited problem with many factors suggested as necessary considerations in the problem area. The numerically largest response category indicates the

¹⁰ Complete numerical breakdowns of the Position Data also may be found in Appendix VIII.

"most often" therefore, assumed most probable problem area. However, it should be noted that the "most often" response may be only one response greater than the second largest response. The lack of any response in a response category suggests that the respondents in the position in question do not consider that category to be significantly related to the question posed. It should be noted that the zero response category cannot be dismissed. It is likely that in some cases the respondents may have assumed that their preferred response was under another response.

Data Analysis

The following is a summary of the data analysis and reports only significant points. The technique used to indicate levels of significance is as follows:

(a) "consensus" indicates meeting of an arbitrary 66.7% criterion, (b) "most" indicates the response most often made, and (c) "lack of response" indicates that no respondent used the category in question in replying to a given item.

I. Data About Personnel

Placement Interviewer and Counselor positions are staffed with males almost to the 66.7% level. Ninety-four and seven tenths per cent of the Receptionists are female. In all three positions greater than 66.7% of the respondents are married. Most Receptionists and Placement Interviewers have done some college work, while most Counselors have some graduate work completed. Length of service was found to be: (a) Receptionists - shortest length of employment; (b) Counselors - middle length of employment; and (c) Placement Interviewers - longest length of service.

II. Attitudes Toward Own Duties

Consensus of Placement Interviewers is that their most important function is

placement. Consensus of Counselors is that their most important function is counseling. Receptionists for the most part state that their most important function is paperwork. Routing is also considered by Receptionists to be an important function, but to a lesser degree than paperwork.

Most responses in all three positions indicated that the least important function of the position was paperwork and that this should be done away with. In the case of Receptionists, paperwork is the most important and the least important depending upon the manner in which it is viewed. Most responses regarding aspects of position liked indicate that Counselors like counseling, Placement Interviewers like placement, and Receptionists like meeting people. While paperwork was considered to be the least important function by respondents in all three positions, only in the case of the Receptionist did most respondents indicate that paperwork was disliked. Both the Placement Interviewers and Counselors indicated that aspects other than those contained in the general data analysis categories used were disliked. However, only in the case of the Counselor was there no respondent that indicated a like for paperwork. In considering changes in the position most responses on the part of Placement Interviewers and consensus of responses made by Receptionists and Counselors indicated a desire for elimination of paperwork. Respondents in all three positions reached consensus that insertion of duties other than the analysis categories used should be made. Only in the case of the Receptionist were there no responses indicating a desire for closer contact with employers. Consensus of Placement Interviewers and most responses on the part of Receptionists and Counselors indicated that the most difficult problem encountered was job specific. The following are examples of responses categorized as job specific:

"Motivating clients to use their potential."

"Finding a place in the employment market for hard to place individuals such as HRD's."

"Maintaining sufficient contact with employers to reorganize their needs and desires."

III. Attitudes Toward Duties of Other Personnel

Consensus among Receptionists and Counselors is that the basic element in a job description of Placement Interviewers is placement, and of Counselors is counseling. A consensus of Counselors and most Placement Interviewers and Receptionists; identify the basic element of the Receptionist position as routing. Most Placement Interviewers see the basic element of their position as placement. Receptionists failed to include counseling for Receptionists and Placement Interviewers. Counselors did not note placement as a function of Receptionists. Only in the case of counseling was there consensus as to the basic element of their own position.

Consensus among all three positions is that Receptionists expend the least amount of time and effort assisting clients. Counselors show a consensus that Counselors expend the most time and effort and that the time expended by the Placement Interviewers assisting clients lies somewhere between these extremes. Most Placement Interviewers and most Receptionists indicate that Placement Interviewers expend the most time and effort assisting clients and Counselors expend somewhat less time and effort.

Consensus of Placement Interviewers and Counselors, and most Receptionists suggest the Receptionist's position to be least important in terms of service to applicants. A consensus of Placement Interviewers and most Receptionists indicate the placement

position to be first and Counselors to be second in importance to applicants. Most Counselors indicate the counselor position to be first and the placement position to be second in terms of importance to applicants.

The largest number of Receptionists prefer the position of Receptionist, with the placement position being second in terms of preference. Eighty-three per cent of the Placement Interviewers prefer the position of Placement Interviewer. Fifteen per cent would prefer to be Counselors, and two per cent would prefer to be Receptionists. Ninety-six per cent of the Counselors preferred the position of Counselor while four per cent would prefer to be Placement Interviewers.

Consensus among all positions is that no privileges were afforded one position over another. A minority of respondents indicated that special privileges were given. Two-thirds of the minority respondents in all categories indicated that Counselors received these privileges. Most of the minority respondents in all three positions indicated that these privileges were other than education or pay. Most Receptionists and a consensus of Counselors making up the minority indicated that the privileges are justified. However, 63.5% of the Placement Interviewers in the minority indicated that the privileges are not justified.

All positions show consensus that equal treatment is given all positions. Among the minority stating otherwise most Receptionists and a consensus of Placement Interviewers indicate Counselors received deferential treatment. Placement Interviewers were stated to receive deferential treatment by most of the Counselors in the minority. Among this minority a consensus states that the unequal treatment is not justified.

IV. Attitudes Toward Communication Within the Structure of the Employment Service

Consensus on the part of Placement Interviewers and Counselors is that overlap and duplication exist between positions. Receptionists for the most part indicate overlap and duplication, and agree with the other two positions in indicating that the overlap and duplication is with the placement position.

All three positions indicate that for the most part they receive the best cooperation in working with clients from Placement Interviewers. Counselors and Placement Interviewers indicate that the cooperation received is in terms of placement. Receptionists indicate that the cooperation received is general, as most of the responses fell outside the coding categories used.

Both Receptionists and Placement Interviewers indicate the least cooperation is received from Counselors. This lack of cooperation is taken to be general as most of the responses fell outside the coding categories used. Most Counselors indicate that they received the least cooperation from Placement Interviewers, and the cooperation they desired was placement.

A consensus of respondents in all three positions was reached indicating that the needs of the applicants could be best met by operating as an integrated team. It should be noted that approximately two per cent in each position felt the applicant needs could best be met by operating as independently as possible.

Consensus on the part of all three positions indicated that their division did operate as a team. A minority of eight per cent of the Placement Technicians indicated non-team operation, while about twenty per cent of the Counselors and twenty per cent of the Receptionists indicated non-team operation.

Placement Interviewers and Receptionists indicate that there should not be an increase in the number of staff meetings. However, this is based in both cases on approximately a two per cent difference in opinion. Counselors indicated that staff meetings should be increased and did so in a manner approaching consensus.

Receptionists and Placement Interviewers reached consensus and Counselors approached consensus in the belief that staff meetings should be attended by all positions.

Most Receptionists and Placement Interviewers indicate that new procedures should be discussed in staff meetings, while Counselors suggest a wide variety of topics.

V. Attitudes Toward the Organization and Practices of the Employment Service

In suggesting changes in the Employment Service most Receptionists suggest paperwork changes, while Counselors and Placement Interviewers suggest a wide variety of changes which could not be grouped into specific coding categories. Counselors indicated a need for change but had no suggestions.

A consensus of Receptionists and most Placement Interviewers indicate that the public image of the Employment Service is favorable. Sixty-five and six tenths per cent of the Counselors indicate that the public image is unfavorable.

Of those that felt the agency had a favorable image all three positions indicate that it was a result of the service afforded. Among those that felt the service had an unfavorable image, Placement Interviewers and Counselors showed a high degree of variation and their responses had to be categorized as "other". Receptionists' responses were split between the service rendered and Employer-Employ-

ment Service relations.

Most Placement Interviewers and Counselors suggest public relations as the means by which the Employment Service image could be improved. Receptionists for the most part suggest improvement of service and change in the unemployment image as the means to the same goal.

VI. Attitudes Toward Clients

All three positions indicate that the major factor in making an applicant either easy to serve or hard to serve is his level of skills and education. All three positions suggest the reason that this is the major factor is the accompanying attitude on the part of the client. Most Counselors and Receptionists suggest the same reason for the Applicant who is easy to serve, while most Placement Interviewers suggest the reason as labor market demand.

Receptionists and Placement Interviewers show consensus that in general applicants are happy with the service received. Sixty-two per cent of the Counselors agree. All three positions indicate that the applicants are happy with the treatment given them by Employment Service. This is the same reason given by most Receptionists and Counselors when asked why applicants are not happy with the treatment they receive.

VII. Attitudes Toward Employers

Receptionists and Placement Interviewers indicate such a variety of problems in dealing with employers that their responses had to be coded as "other". Counselors indicate that the biggest problem that they encounter with employers was unreasonable job specifications.

All three positions suggest that the way to develop a better working relationship with employers is through public relations.

All three positions suggest that more employers could be persuaded to list job openings with the Employment Service if the Employment Service cooperated more closely with employers.

"Employer Interview" Construction and Administration

It was decided that the task of determination of attitudes of Employers located in Region VII concerning the Employment Service would be most adequately and efficiently accomplished by conducting personal interviews. The instrument required for this endeavor had to: (a) measure what was desired, (b) be manageable under the conditions of business etiquette, and (c) easily handled under field conditions. Examination of existing instruments indicated that construction of a specific instrument for this project was necessary.

The preliminary form of this instrument, referred to as "Employer Interview Schedule" was designed to ascertain information from employers concerning: (a) the use they made of the Employment Service, (b) the services they received, and (c) a hypothesis that employers perceive the same problem areas as the employees of the Employment Service. Utilizing the technique that was used in formulation of the Opinionnaire, a test form was produced that could be used in a pilot investigation.¹¹

Recognizing the importance of this information, a pilot investigation was

¹¹A copy of the tentative Employer Interview Schedule may be found in Appendix IX.

carried out for the purposes of: (a) modification and revision of the instrument, (b) testing of two alternate techniques of contacting employers, (c) development of coding and analysis systems, and (d) obtaining a glimpse at what might be expected in terms of future data.

The pilot investigation was conducted in two separate local office areas. This investigation utilized 21 employers; twelve employers in the state of Kansas utilizing tentative procedure A, and nine employers in the state of Missouri utilizing procedure B. Procedure A consisted of a random selection of employers from lists made available by the local office of the Employment Service with the Employment Service acting as an intermediary. Procedure B consisted of a random selection of employers from the Yellow Pages of the local telephone book with contact being made directly under the auspices of the University of Missouri - Kansas City. A description of the procedures and data obtained in this investigation are set forth in "Report of Pilot Investigation of Employer Interviews".¹² The data obtained was used in making final modifications and revisions necessary in producing the final form of the "Employer Interview Schedule"¹³, procedural decisions, and in developing coding and analysis systems.

The final form of the "Employer Interview Schedule" is a result of preliminary formulation and information obtained from the pilot investigation. The form was then mass produced and utilized in interview contacts with employers.

Prior to carrying out the interviews, time was spent becoming acquainted with

¹²A copy of the "Report of Pilot Investigation of Employer Interviews" may be found in Appendix X.

¹³A copy of the final "Employer Interview Schedule" may be found in Appendix XI.

the interview schedule and consideration of signals that would indicate a need for greater exploration in a given area. Cities throughout the region that would provide a reasonable approximation of the entire region were selected. It was decided that inclusion of the following cities:

Iowa	Sioux City Des Moines Davenport
Kansas	Topeka Wichita
Missouri	St. Louis Springfield Joplin
Nebraska	Omaha Lincoln
South Dakota	Rapid City Sioux Falls

would provide a sufficient cross section for the acquisition of the necessary information. The state of North Dakota requested that it be excluded from this investigation.

Permission to interview employers in these cities was obtained from the respective state administrative offices. Local office managers were contacted and requested to aid the project by making available a list of employers utilizing the Employment Service and by acting as intermediaries in contacting the selected employers.

During the months of November and December fifty-five employers in the cities listed above were contacted and interviewed. The staff members carrying out the interviews, usually in consultation with the local office manager, selected from 6 to 8 employers that would provide a representative sample of employers in that city. Depending upon local business etiquette prior appointments were made

or not made, and Employment Service Representatives acted or did not act as intermediaries. Data obtained in the pilot investigation suggested that these variations in procedure did not yield significant differences in information received. The decision as to procedure used in each city was left to the discretion of personnel in the Employment Service local office, who, it was felt, were much better acquainted with the business etiquette of that area.

The employer was approached and an explanation of the research and the proposed use of information desired was given. The employer was then asked to aid in carrying out the task. Each interview was conducted utilizing the interview schedule described above.

"Employer Interview" Data Analysis

The "Employer Interview Schedules" were sorted into state categories and were numbered consecutively.

1 - 10	Kansas
11 - 20	Nebraska
21 - 25	Iowa
26 - 27	South Dakota
28 - 33	Iowa
34 - 38	South Dakota
39 - 46	Missouri
47 - 55	Iowa

Coding of responses was carried out utilizing the coding system developed from the pilot employer investigation. Minor revisions to this system were dictated by greater variance in responses to the final form. As the items contained in the Employer Interview form were of the open-end type, each individual response was recorded by the interviewer and was coded at a later date. It should be noted that the coding system is such that any one question may be answered in such a way that more than one coding category could be utilized. Examples are as follows:

7. What type of Employees are easiest to obtain from the Employment Service?

"Boys returning from Service."

The above response was coded: (a) age, (b) sex, (c) other.

12. What services do you like most about Employment Service?

"Screening, testing, and applicants."

The above question was coded: (a) screening, (b) applicants, (c) testing.

While multiple coding was possible, so was the use of a single code as exemplified by the following:

5. Services offered by the Employment Service are used _____.

"Frequently."

This response was coded: (a) frequently.

16. What is your biggest problem in dealing with the Employment Service?

"There are no problems with E.S. at the present time."

The above was coded: (a) nothing.

Through the Employer Interviews, information was gathered in three major areas. The items utilized on the Interview Schedule correspond with the major areas in the following delineation. Because of the numerically small sample utilized in this phase of the investigation, over all percentage responses to the interview schedule are shown where possible for the convenience of the reader.¹⁴ It should be noted that percentages do not total 100 because of multiple responses and omission of the "no response" and "not applicable" categories.

¹⁴Detailed presentation of the data obtained from the Employer Interviews may be found in Appendix XII.

A. Use made of Employment Service.

2. From what source do you receive most of your job applicants?

58% Help Wanted Ads - Newspaper

71% Walk-in

65% Friends and relatives of present employees

85% State Employment Service

3. Job classifications listed regularly with the Employment Service by your company are:

15% Professional

4% Executive

64% Clerical (Receptionists, Stenos, File Clerks, etc.)

35% Maintenance (Janitors, Window Washers, etc.)

44% Skilled Labor (assembly line, etc.)

51% Unskilled Labor (Ditch Diggers, etc.)

7% Sales Personnel

9% Other (specify)

9% All

4. Use of the Employment Service to obtain employees was suggested by:

16% Employment Service Representatives 0 Radio, TV

0 Telephone Book 0 Newspaper

0 Government Bulletin 60% Other

5. Services offered by the Employment Service are used:

56% Frequently 25% Occasionally 9% Rarely

6. Job listings with the Employment Service are made by:

4% Letter

93% Telephone

5% Employment Service
Representative

A fairly even distribution as to where employers acquired their employees was found. Although the majority of employers obtained employees from the Employment Service, the category of walk-ins was the largest exclusive source.

Employers sought clerical, maintenance, skilled and unskilled applicants from the Employment Service much more frequently than professional, executive, or sales personnel. Clerical applicants are the most often sought. Only sixteen percent of the employers interviewed were introduced to the Service through a qualified Employment Service Representative. A close examination of the data shows that the remainder of employers contacted fell in two categories:

(a) those who used the Employment Service because of company tradition, Company Policy, (b) those who were introduced to the use of the Employment Service by friends, or business associates, word of mouth.

Ninety three percent of the employers interviewed, place their job orders by telephone, indicating: (a) a desire for speed and convenience, and (b) almost no face to face contact. Approximately one half of the employers indicated frequent use of the Employment Service, but no attempt was made to define the term frequent.

B. Services Received

7. What type(s) of employees are easiest to obtain from the Employment Service?

Why?

8. What type(s) of employees are most difficult to obtain from the Employment Service?

Why?

9. When employment openings are listed with the Employment Service, responses generally are:

55% Prompt

16% Slow

16% Fairly Prompt

0 None

10. Employees obtained through the use of the Employment Service have been:

27% Very Satisfactory

44% Satisfactory

9% Poor Quality

11. In dealing with Employment Service personnel, you have found them to be:

89% Courteous and friendly

0 Rude and unfriendly

89% Interested in your needs

0 Disinterested in your needs

12. What services do you like most about the Employment Service?

Why?

a. How frequently does a representative from the Employment Service visit your company?

b. Do you feel this is

 too often

 adequate

 not often enough

13. When the representative of the Employment Service visits, topics discussed are:

51% job openings in your company

31% labor market in general

25% statistical information (number of employees presently on payroll, etc.)

44% Other (specify)

14. What services do you like least about the Employment Service?

Why?

15. Would you recommend the use of the Employment Service to other employers?

____ Yes

Why? _____

____ No

Why? _____

Almost total agreement was found among employers that skills and education were the main factors in the ease with which applicants could be obtained from the Employment Services. Applicants with little or no skills and education were the easiest to obtain, while those who were skilled and educated were the most difficult.

The majority stated that prompt as well as satisfactory service was obtained from the Employment Service. General consensus was that Employment Service personnel were always courteous and friendly, and interested in the employer's needs.

Most employers felt that placement was the most important function of the Employment Service. Fast and dependable service was the major factor in this consideration. The average number of visits to the employer by an Employment Service Representative was about five times a year and most of the employers felt this was adequate. During these visits the two topics most often discussed were: (a) job openings, (b) new procedures, new problems and better communication.

A large number of employers found a common fault with the Employment Service, red tape, but all the employers stated that they would recommend the use of the Employment Service because of the aid and assistance the Employment Service provided them.

C. Hypothesis: Employers perceive the same problem areas as the employees of the Employment Service.

16. What is your biggest problem in dealing with the Employment Service?

17. How could the Employment Service develop a better working relationship with your company?

18. If changes were to be made in the services now performed by the Employment Service, what would you recommend?

19. The present public image of the Employment Service is:

82% Favorable

Why? _____

18% Unfavorable

Why? _____

20. How could the Employment Service improve their public image?

The employers found that the biggest problem in dealing with the Employment Service was twofold: (a) too much unnecessary paperwork, (b) the offering of services not needed by many employers. Most employers indicated that in no way could the relationship between themselves and the Employment Service be improved. However, a considerable number felt that communication between the business community could be improved.

The ideas concerning the changes needed in the Employment Service were almost evenly distributed between: (a) physical change, and (b) no change. A large majority of employers saw the image of the Employment Service as a favorable one which could not be improved upon, and felt that this good image was a result of excellent service to the employer.

Training Program

Data assembled from the Opinionnaire and from the Employer Interview indicated to the training staff that the Employment Service was experiencing difficulties in the areas of:

- effective interpersonal relationships and effective communication
- organization and alternative solution testing
- recognition of the commonality of goals and the efficiency of the team approach
- diffusion of ideas concerning problem areas and problem solutions.

These indications were subjected to detailed study by the staff. This study led to the conclusion that the training program components should be designed to assist participants in:

- developing improved human relationships with other members of the Employment Service team, with clients, and with employers'
- first hand exploration of how better service can be provided employers and applicants
- learning how to function as a team within the framework of the Employment Service
- examination of their own attitudes and their colleagues' attitudes toward their work situation, toward clients, and toward employers
- gaining insight into the feelings of the disadvantaged job seeker

--testing the validity of their ideas of how the Employment Service could be improved.

These conclusions were discussed with the Advisory Committee and with other consultants. The ideas, methods, and techniques suggested were thoroughly studied by the staff and the most promising were organized into five basic program components. Detailed explication of these components is contained in Phase II of this report where it is contextually more congruent.

Trainee Selection

Concurrently, the project staff began the process of selecting Employment Service personnel to participate in the training program. Originally it was planned that sixty participants would be selected from Iowa, Kansas, Missouri, Nebraska, North Dakota, and South Dakota, the six states which comprised what was then Region VII of the Bureau of Employment Security, United States Department of Labor. Selection procedures were designed to achieve proportional geographic and job title representation of Receptionist-Monitors, Placement Technician-Interviewers, and Counselors in each training session. This proportional representation was established by first determining what percentage of the total number of Employment Service Receptionist-Monitors, Placement Technician-Interviewers, and Counselors working in Region VII were employed in each state. For example Missouri State Employment Service personnel rosters listed 409 persons in the job categories for which this project was designed. These 409 persons represent 36 per cent of the 1,134 persons employed in the selected categories throughout Region VII; therefore, 36 per cent of the training participants would be selected from Missouri or of the 60 training participant slots, 22 would be filled by personnel from the Missouri agency. Once the total number of participants from each state was established, the number of participants to be selected from each job category was determined.

This was accomplished by finding the percentage composition of Receptionist-Monitors, Placement Technician-Interviewers, and Counselors for each of the states in the Region. The percentages were then used to find the necessary numerical values by applying them to the number of training participant slots allocated to each state. For example, it was found that of the Missouri agency's 409 persons in the job categories for which the project was designed, 62 were Receptionist-Monitors, 107 were Counselors, and 240 were Placement Technician-Interviewers, or 15 per cent, 26 per cent, and 59 per cent respectively. When these percentages were applied to the 22 training slots allocated to Missouri, it was found that the assignment of three (3) Receptionist-Monitors, six (6) Counselors, and thirteen (13) Placement Technician-Interviewers to the training program would provide the desired job category representation. This procedure was used to determine trainee assignment for each state.¹⁵ Once these numerical values were obtained, trainee assignments were made so that each training session had approximately the same geographical and job category distribution as was found in the six-state region.¹⁶

Subsequently, letters were written to the Employment Security administrators of each state in the region requesting that they assign the appropriate number of personnel from each of the selected job title categories to each training session. Further, it was requested that the administrators make assignments in such a way that at least two persons from any one local office would participate in the training project. No attempt was made by the training staff, beyond that described above, to influence the choice of individual trainees. No information was requested nor received from the Employment Security administrators indicating the criterion

¹⁵Appendix XIII, "Trainee Selection: Numerical Data", provides a summary of this selection procedure.

¹⁶Appendix XIV, "Trainee Assignment by State and Training Session", provides a detailed picture of these assignments.

they utilized in designating trainees for the staff development program.

Although the desired distribution of training participants was not completely achieved, the actual apportionment of trainees taking part in each training program did not differ significantly.¹⁷ Deviation from the desired distribution was dictated by a number of factors. First, the training staff was unable to exercise control over participant selection beyond the request which was made of each state Employment Security administrator. Second, the state of South Dakota elected to withdraw from the training phase of the project. Third, two participants were forced to leave training sessions before completion due to extenuating circumstances.

Logistics

Effort was also expended during this time period toward the goal of insuring that the proper travel arrangements, lodging, and training facilities were provided for the participants. Travel arrangements were made through a travel agency which made it possible for participants to be transported by the most direct and efficient means. Agreements were worked out with hotels to provide lodging for the participants and adequate facilities in which the training sessions could be conducted.

Training program session number one was conducted at the Plaza Inn, a motel located near the Country Club Plaza district of Kansas City, Missouri. Participants were assigned to double rooms as it was felt that this close contact between participants would facilitate the welding of the trainees into a cohesive

¹⁷Appendix XV, "Trainee Participation by State and Training Session," provides a detailed picture of the actual assignment.

functioning group. Evaluation of the dynamics of the group led Dr. Jessee, Group Process Leader, to recommend that certain participants be reassigned to single rooms. Post training session evaluation led Dr. Jessee and Dr. Doerr, Group Process Leaders, the Advisory Committee, and the project staff to conclude that double room accommodations did not aid in the achievement of closer interpersonal relationships between participants. As a result, in training program sessions two, three, and four, such accommodations were not utilized. Participants in these latter training program sessions were housed in single rooms in the Aladdin Hotel in downtown Kansas City, Missouri.

Due to the intensive nature of these training programs and to the intense feeling level of interaction which took place in the Group Process component^{*} of the training program, it was felt that a two-day rest and relaxation period would enhance the training program. This was accomplished by a weekend stay at the Sheraton-Elms in Excelsior Springs, Missouri. Evaluations of each training program session by the participants and the training staff indicated that both the change in environment and the rest and relaxation period were wise choices and an extremely useful allocation of time and resources.

^{*}This program component is described in detail in the section of this report devoted to Phase II of the project.

Phase II

Phase II of the Missouri Valley Staff Development Project for Employment Security Personnel, the training program execution portion of the project, occupied the months of January, February, March, and April 1968. This four month period was devoted to carrying out the staff development training sessions which were to fulfill the Employment Service's needs identified from the data collected during Phase I of the project. These four training program sessions were held according to the following schedule:

Session One - 22 January through 2 February 1968

Session Two - 19 February through 1 March 1968

Session Three - 18 March through 29 March 1968

Session Four - 22 April through 3 May 1968

Phase II was carried out in such a manner that information regarding the effectiveness of the training program sessions was constantly obtained and interpreted. This continuous information gathering and interpretation made possible maximum flexibility and innovation throughout Phase II. As a result a great deal of variation existed between training program sessions. However, each of the four sessions contained three constant factors, Training Program Components, Training Staff Role, and Evaluation. In this section of the project final report, the first two of the constants, Training Program Components and Training Staff Role, are discussed.

Training Program Components

In as much as the Missouri Valley Staff Development Project for Employment Security Personnel was an experimental and demonstration project, it was felt that continuous modification of the program components based upon on-the-spot evaluations by the

participants, by the training staff, and by the Group Process consultants, and upon the advice of the Advisory Committee was both advisable and appropriate. In line with this stance, the following five basic training program components:

- Group Process
- Field Work Activity
- Consultant Sessions
- Model Employment Service
- Participant Seminars

were formulated and differentially utilized over the four training sessions.

Group Process, the first of these training components, is a small group activity in which participants attempt to increase their sensitivity to the varied needs and feeling of others in the group, thus enabling the testing of interpersonal limits. Further, it was hoped that experience would generalize to the extent that it would assist the participants in:

- developing improved human relationships with other members of the Employment Service team
- becoming more sensitive to client feelings and attitudes
- creating better interpersonal relationships with clients and with employers.

Because Group Process is by design highly flexible in meeting the needs of the variously constituted groups of participants, it was felt that no external modification of this component was required as the structure of the four training programs changed. The training staff felt that the very nature of the Group Process situation would allow for internal modification required by each group. A three hour time period during nine of the twelve days of each training program was set aside for the Group Process sessions. These sessions were held in private meeting rooms in the participants' resident hotel. The content of the Group

Process sessions is confidential and will not be reported. During the two day period of each training program which was held at the Sheraton-Elms Hotel, Group Process continued in the mornings or as scheduled by participants and Group Process leaders. The Group Process leaders felt that maintaining this training activity over these two days aided in keeping the continuity of interaction and development within the group. Evaluation by the Group Process leaders indicated that the two day stay at the Elms enhanced the Group Process sessions. It tended to allow the participants to express themselves in a much more open manner and tended to draw the participants closer together.

The second type of training activity was variously titled "Consultant Session", "Dialogue-Consultants and Participants", "Information: Acquisition and Exchange". This activity involved participants in face-to-face interaction with a wide variety of consultants. Project consultants used during these sessions included personnel officers representing several companies and an educational institution; the president of a company; Office Managers, a Field Supervisor, a State Executive Director, a Chief of Local Operations, an Outreach Representative, Regional Employment Service Advisors, a Management Analyst for Administration, a Counseling Supervisor, and a Supervisor of Youth Services from the Employment Service; a Deputy Job Corps Regional Administrator; a Professor of Psychology, a Professor of Business Administration and Human Relations, and a Professor of Education from the University of Missouri; and several persons who were currently seeking jobs through the Employment Service. Consultant Sessions were designed to provide the training participants the opportunity to explore first-hand the opinions of knowledgeable persons concerning how better service could be accorded employers and applicants and how participants could better function as a team within the framework of the Employment Service.

"Participant Seminars", "Evening Sessions", "Workshops", and "Planning Sessions" were the titles given to the third integral component of the training program sessions. These sessions brought the program participants together in situations where they were encouraged to examine their own attitudes and explore their colleagues' attitudes toward their work situation, the clients and employers whom they serve, and the organization for which they work, and their duties and responsibilities to the community. During training program session one this activity was used primarily to stimulate participants' thinking about their own attitudes and how these attitudes affect the quality of the service provided to applicants and employers by the Employment Service. Content of this activity was expanded in training program sessions two and three to include incorporation of this attitude exploration into planning the format and content of the "Consultant Sessions", which were to follow. Variations were necessary in "Participant Seminars" in conjunction with "Consultant Sessions" during training program session four. Both the organization and time allocation of such participant seminars during this training program session were left to the discretion of the participants who planned most of the specific content of the training program session.

The fourth component utilized in training program sessions one, two, and three was a fieldwork activity designed for the purpose of allowing the participants to experience what it is like to be disadvantaged and looking for work. The following example illustrates the fieldwork activity.

Frank Boles is looking for work. Frank is 32 years old, hasn't worked in four years, and has been divorced from his wife for four years. He has suffered a nervous breakdown for which he received treatment in a clinic. Trying to start over, Frank arrived in Kansas City a week ago and has been looking for work for the past two days.

Before his illness Frank was a salesman, and a good one; he worked his way up from a tenth grade dropout to the top menswear seller in the store. But, it has been awhile and Frank is a little out of practice; you see, he hasn't been around many people lately. He wants to work, but is afraid of applying because he feels that the impression he will make won't be the best, since all his money has gone for alimony and doctor bills. Frank, to put it mildly, is down on his luck. He has one suit with a coffee stain on the lapel and a white shirt with frayed cuffs.

Nevertheless, Frank is going job hunting today.

Frank Boles is a fictional character who typifies those aliases used by participants in this project in a job seeking activity.

This component was given the title "Field Work Activity" in the training session programs. The nature of this activity, "Job Seeking", was concealed from the participants until the evening before or the morning of the day on which the "Job Seeking Activity" was to be carried out. This was done so that prior planning and collaboration between participants could be held to a minimum. Assignment of this field work activity was accomplished by supplying each participant with an instruction sheet.¹⁸ Little or no comment or explanation beyond this sheet was provided.

Evaluation by participants indicated that this activity was successful and did indeed accomplish the stated purpose. However, due to the unstructured nature

¹⁸Appendix XVI contains an instruction sheet supplied to each participant and some of the participants evaluatory remarks concerning their experiences.

of training program session four which allowed the participants to select and to design their own training activities, the fieldwork activity was omitted.

Training program component five, "Model Employment Service", was originally designed to function in much the same way as the "Consultant Sessions" described above. However, evaluation of this activity at the conclusion of training program session one indicated that this activity could best be utilized as the culminating component for training program sessions two, three, and four. This component brought the training participants into direct contact with the Chief of Local Operations for the state of Iowa, a Local Office Manager from the state of Iowa, and a representative of the Bureau of Employment Security Regional Office. Through this component training participants were given the opportunity to present their ideas of how a model employment service would be structured, organized, and operationally maintained. Training participants were thus encouraged to bring together the knowledge gained during the training session, combine it with their on-the-job experience, and their ideas concerning how the Employment Service could better operate and provide efficient and effective service, weld these ideas into a comprehensive whole, and test them against the realities which the Employment Service must face in day to day operation.¹⁹

Detailed study of Appendix XVIII will provide a more comprehensive view of the scope of each of these training program components and their integration into the totality of each training program session.²⁰

¹⁹ An outline of the ideas presented by the participants in each "Model Employment Service" program component may be found in Appendix XVII.

²⁰ Copies of the programs for each of the four training sessions may be found in Appendix XVIII.

In training session number one the activities were highly structured in terms of format and content. In each successive training session, in keeping with the experimental nature of the project, the structure of the format and content was relaxed and was left more and more to the discretion of the training session participants. The trend of this modification is observable through examination of the training session programs.

Success in the relaxation of the structure of these training activities with the exception of Group Process, was readily apparent. Therefore, with the advice and consent of the Advisory Committee and other project consultants, it was decided that training program session four could be designed as an unstructured program, with the exception of the time periods allocated for group process, the two-day stay at the Elms, and the participants' presentation of their "Model Agency". Although the program schedule for training session four does show time periods set off in labeled blocks, the participants were told during their orientation that these time blocks had been established only to provide an example and should be changed to fit the plans made by the participants.

Training Staff Role

As the training program design evolved from a rigid and highly structured program toward a more unstructured, flexible, participant-oriented model, the role of the training staff also went through a period of evolution. During training program session one, the training staff assumed traditional leadership positions. A relatively non-directive stance was taken by the training staff during training program sessions two and three. The evolution was completed during training program session four, when the training staff took a position as stimulators and facilitators contingent upon requests by participants. Maintenance of this non-

directive staff position during training program session four required that the participants plan and develop the various activities of their training program session. Upon completion of such planning and organization, requests were made of the project staff for assistance in securing both facilities and consultant personnel for the execution of these training activities. This training design allowed the participants to incorporate into the training program those elements and those components which they felt were of most value to them, were areas of expressed need and concern, and were most applicable to their job situation.

Throughout all four training program sessions the staff attempted to maintain close contact with the participants. An informal, friendly atmosphere was established with each training group. This relationship provided the staff with the opportunity to subtly motivate the participants, to stimulate the participants, and to provide them with instruction in ways which did not stifle their spontaneity as the traditional training techniques often do.

Evaluation

Evaluation of the training program sessions was made through the use of pre-post program inventories, daily evaluations, and a variety of other evaluation techniques. Discussion of these techniques and analysis and interpretation of the data obtained is contained in the section of this report devoted to the third phase of the project. This arrangement was made so that a more comprehensive picture of the effectiveness of the staff development portion of the project may be presented

Phase III

Assessment of the quality and effectiveness of the four training programs was implemented through the use of Post-Session and final evaluation procedures during each training program, and follow-up evaluations designed for long range assessment of the effectiveness of training in accomplishing the stated goals of the Missouri Valley Staff Development for Employment Security Personnel Project. This particular set of procedures made it possible to evaluate various aspects of each program, as well as the overall effectiveness of the four programs. Comparison of respective trainee's evaluations of each of the four training sessions provides valuable information regarding the effectiveness and utility of particular training methods and approaches. And, in the long range sense, comparison between individual session evaluations and follow-up assessment of the effects of training on trainees in their home office setting gives a more complete picture of the relationship between training methods and results.

It should be noted that both individual session evaluations and follow-up evaluation procedures are in direct accordance with stated objectives of Phase III as originally proposed. The design and administration of individual training program evaluations was by necessity carried out in Phase II. Thus, in effect, the activities of Phase III overlapped partially with Phase II as well as extended through the final months of the project.

Detailed considerations of both of these evaluation units are presented below. For purposes of convenience, individual session evaluations are discussed first, followed by presentation of follow-up evaluation results. Comparison of the results from both these data sources is included throughout the following discus-

sion, and is further summarized in the concluding section of this phase.

Evaluation of Training Programs

Evaluation procedures employed within each of the four training programs were designed to gain information regarding the following factors:

Trainees' reactions to the content and organization of the various training activities

Trainees' reactions to the training methods utilized in these activities

The level and intensity of trainees' participation in the training activities

Trainees' estimated gains from participation in the training process

Observable changes or modifications in trainees' attitudes regarding issues relevant to effective Employment Service operations

Trainees' evaluations of Project Staff and Consultants

and,

Trainees' suggestions for changes or improvements in various training activities

The task of evaluating these factors was accomplished through the use of a variety of pencil and paper forms designed for specific sessions and activities. Three principle types of evaluation instruments were developed at various stages of Phase II. Continuous use and analysis of several such instruments throughout the four training sessions resulted in certain modifications and changes in length, item style, and the number of forms used per session. In this respect, evaluation forms were modified when available evidence suggested that refinement was necessary or that other kinds of data would prove more useful.

The three principle types of evaluation forms used included Post-Session Evaluation Forms, Final Evaluation Forms, and Program Inventories. Owing to the experimental nature of the project, various combinations of evaluation forms were employed

in each session. An outline of the types of evaluation forms used in each session is presented below.

<u>Training Programs</u>	<u>Evaluation Instruments Employed</u>
I	Final Program Evaluation
II	Daily Evaluations Final Program Evaluation
III	Daily Evaluations Pre/Post Program Inventory Final Program Evaluation
IV	Pre/Post Program Inventory Final Program Evaluation

Sufficient similarity in the kind of data obtained from these forms across all sessions permits comparisons between training programs.

Summary evaluations of each training session are presented below. Descriptive summaries of larger data sources are employed when possible for purposes of readability and clarity. Also, data specimens are presented within the text of these summaries rather than in numerous appendices. Copies of all Evaluation forms used during Phase II are presented in Appendices XX through XXIII.

EVALUATION OF TRAINING PROGRAM I

Participant Composition

Fourteen Employment Service personnel consisting of three Receptionist-Monitors, two Counselors, and nine Placement Technician-Interviewers from five states in Region VII constituted the participant representation in the first training program. Comparison of trainee Opinionnaire data with overall data for Receptionist-Monitors, Placement Technician-Interviewers, and Counselors in Region VII indicated minimal variation with respect to age, sex, locale, experience, and specific job functions

or duties between the training population and the population of Region VII. On the basis of these comparisons it was assumed that the training population was in fact a representative sample from the overall population of Employment Service personnel in similar positions throughout Region VII.²¹

Program Evaluation

Evaluation of the first training program was accomplished through the use of a Final Program Evaluation instrument which was administered to trainees on the morning of the last day of the training program. This form consisted of 25 open-ended items designed to elicit trainees' personal evaluations of the planning, organization, and orientation of the various training activities, as well as evaluations of Project Staff, Project Consultants and training facilities. A copy of this Final Program Evaluation form is contained in Appendix XX.²²

Trainees' written responses to the 25 items lent themselves to categorical grouping within each item in terms of content, evaluative tone, and response specificity. This procedure makes use of all obtained data while simplifying the reporting of various results. The data obtained from this evaluation instrument is reported below in composite summary form.

The first four items requested trainees to state what they felt had been the most valuable and most enjoyable as well as the least valuable and least enjoy-

²¹Complete information regarding trainee participation by state and training session is contained in Appendix XV, and data showing percentage differences observed between the training population and Employment Service personnel in the same positions in the total population of Region VII is presented in Appendix XIX.

²²A copy of the Final Program Evaluation form may be found in Appendix XX.

able aspects of the training program. To avoid obtaining a mere list of program activities, respondents were further requested to explain why they felt a particular aspect of the program was most valuable and enjoyable or least valuable and enjoyable.

Three program activities were rated as most valuable by thirteen of the fourteen trainees. Group Process and the Participant-Consultant Sessions were each rated by five participants as most valuable, and three individuals felt that the Job Seeking Activity was the most valuable aspect of the program. Respondents' reasons for rating the above three program activities as most valuable fell into three general categories. These categories were: Thought stimulating, information gain, and increased understanding.

In contrast to the above data, five trainees indicated that they felt Group Process and the Participant-Consultant Sessions to have been the least valuable aspects of the training program. Three of these individuals who rated Group Process as least valuable explained that it had been upsetting. And the two respondents who indicated that the Participant-Consultant Sessions had been of least value added that they felt the sessions had been unrealistic.

Listed as the most enjoyable aspects of the program were Group Process, the Participant-Consultant Sessions, and the Job Seeking Activity. Six trainees rated Group Process and the Participant-Consultant Sessions as being most enjoyable and four respondents so rated the Job Seeking Activity. As before, participants explained that the above three activities had stimulated their thinking and had increased their information and understanding of the various operations of the Employment Service team. Also six of the ten participants who answered this

item referred to "group formation" as being a most enjoyable program aspect. In this regard, "group formation" should most likely be interpreted to entail several or even all of the various program activities rather than just Group Process or the Participant-Consultant Sessions. Four trainees failed to respond to this item.

Three trainees indicated that Group Process and the Participant-Consultant Sessions had been the least enjoyable aspects of the program. Explanations for the above three responses were lacking: although, five other respondents stated that some form of "hurt to self or others" had been the least enjoyable aspect of the training program. While objective interpretation of these six responses is difficult, the most reasonable explanation would appear to be that the individuals indicating that "hurt to self or others" had occurred were referring to a possible negative experience in the Group Process Sessions. These trainees' failure to provide the requested explanations for their responses limits further explanation of this point.

Participants' evaluations of the Project Staff and Consultants were favorable in terms of organization, preparation, and cooperation with participants. Four out of thirty-eight responses indicated dissatisfaction by trainees with the functioning of the Project Staff.

Assessment of trainees' feelings toward the organization, planning, emphasis and orientation of the various program activities suggests moderate to high satisfaction on the part of the eleven persons answering items 8, 9, 10, and 11. Although seven trainees omitted the two items dealing with the preparation and organization of the training program, seventeen out of twenty-four obtained responses were favorable toward these two program features. One respondent commented that the preparation put into the program appeared to have been detailed; however, further

explanations were not made beyond nonspecific favorable comments. Five out of eight trainees responding to item 8 were of the impression that the program had been given proper emphasis. An overemphasis on group activities was the main criticism made by the three trainees responding unfavorably toward the program's emphasis. Agreement that the twelve-day session had been realistically oriented was expressed by six individuals; while only one person disagreed, and five failed to respond.

Nine out of the fourteen trainees indicated no dissatisfaction regarding the length and number of sessions or meetings scheduled in the program. The other five individuals stated that they needed a break in the Group Process sessions scheduled for the weekend at the Sheraton-Elms.

Noteworthy differences were observed in trainees' evaluations of the Job Seeking Activity and the Group Process sessions. Seeking employment in the greater Kansas City area was considered to be valuable by six respondents who also indicated that they had gained insight into the situation of an applicant seeking employment who lacked certain qualifications or had a past history of a prison record or a nervous disorder. Three trainees, however, saw no value in the activity and expressed unfavorable evaluations regarding the falsification of work histories and deception of certain employers. It is interesting to note that three other trainees regarded the activity as enjoyable and insightful, but not valuable. A possible explanation of these three responses is that these trainees felt that the Job Seeking Activity was an aid to their learning more about what a potential applicant experiences in seeking employment and that it was enjoyable, but would be of little value to them in their particular jobs.

Somewhat similar variation among responses was also observed in trainees' assessment of the Group Process sessions in that seven individuals indicated the sessions had been valuable, while seven others referred to the activity as being of no value, injurious or painful. Apparently two respondents felt that Group Process was a valuable but painful experience.

Finally, three trainees indicated that the program length should perhaps be changed, and four individuals favored the omission of Group Process. Specific explanations of how the program length could be changed or why Group Process should be deleted were not indicated.

Conclusions

Greater participant understanding of the various functions and operations of the Employment Service and insight into the perceptions of feelings of potential job seeking applicants were apparent from trainees' responses given in the Final Program Evaluation. Generally favorable evaluations were made of the program organization and content as well as Project Staff and Consultants. Change in the length of the program was suggested by three respondents and four persons were against the idea of having a roommate. Varied trainee feelings were noted toward Group Process, Participant-Consultant sessions, and the Job Seeking Activity. Those trainees making positive evaluations of Group Process and the Job Seeking Activity felt the activities were valuable and enjoyable and that they promoted insight and greater understanding of themselves, their colleagues and applicants. In contrast, trainees making negative evaluations of these two activities described them as unrealistic and painful. The Participant-Consultant sessions were rated as valuable learning experiences by all but two trainees. In this respect the three main program activities were assessed favorably by the majority of participants.

EVALUATION OF TRAINING PROGRAM II

Participant Composition

Thirteen Employment Service personnel consisting of two Receptionist-Monitors, eight Placement Technician-Interviewers, and three Counselors from five states in Region VII composed the trainee representation in Program II. As mentioned earlier, participants in the training population were observed to be representative of other Employment Service personnel in similar positions in the overall population of Region VII with respect to age, locale, experience, and specific job functions.

Program Evaluation

Evaluation data for assessing the second training program was obtained from Post-Session Evaluation measures and a Final Program Evaluation form. The same Final Program Evaluation instrument used in the first program was again employed.²³ Item construction and overall design of this instrument were given detailed consideration in the preceding evaluation summary of Program I.

Post-Session Evaluation forms were one or two page pencil and paper measures administered immediately following the "Participant-Consultant Dialogues" of the second week of the training program. Open-ended, multiple response, and scaled response items were used in the construction of three such Post-Session Evaluation forms.²⁴ These forms were designed to determine trainee's attitudes and

²³ Appendix XX contains a copy of this evaluation instrument.

²⁴ Copies of these three Post-Session Evaluation forms may be found in Appendix XXI.

feelings toward the content, planning and organization of various program sessions and meetings. For purposes of assuring response specificity, participants were also requested to evaluate themselves, their fellow participants, members of the Project Staff, and Project Consultants in terms of abilities, performance, and actual contribution to the sessions.

Descriptive analysis summaries of Post-Session and Final Evaluation data are presented below in their respective order of administration during the training program.

Post-Session Evaluations

During the second week of the training program, participants completed Post-Session Evaluation instruments following the three "Participant-Consultant Dialogue" sessions, "Creative Service to Applicants", "Creative Service to Employers", and "Model Employment Service". Separate instruments were developed for each of the three sessions inasmuch as there were variations in specific content areas and issues under discussion. These forms were specifically designed to assess trainee's satisfaction or dissatisfaction with the content, organization, and operation of the sessions as a function of both their pre-session, workshop discussions and preparation as well as the effectiveness of Project Staff and Consultants. Thirteen completed and useable evaluation forms were obtained from trainees on all three days, thus providing 39 forms for analysis.

Trainees' overall evaluation of Tuesday's session, "Creative Service to Applicants", was favorable in terms of meaningful exchange of ideas, discussion of common problems and complaints, and the production of stimulating questions and possible alternatives.

tives for more effective applicant service.²⁵ Additional positive comments were made in reference to the Group Process sessions as they applied to increased understanding of the value and nature of empathic communication. Most respondents emphasized having obtained more insight into the dynamics of applicant problems, needs, expectations, and first impressions when entering the Employment Service office seeking help. Although more diverse than the positive responses given, five unfavorable comments centered around the lack of "listening ability" and common courtesy among certain trainees which led to unnecessary misunderstandings between trainees and consultants. Also, the need for greater understanding of Employment Service terminology on the part of Project Consultants was emphasized. It is assumed in this last response, that trainees were making implicit reference to the clarification of new terms and specialized terminology to persons unfamiliar with such terms used by Employment Service personnel.

In general, evaluations of the two Project Consultants were positive in nature. Aside from nonspecific praise, four comments were focused upon the direct but flexible character of the presentations. Four other specific positive comments were made regarding understanding of problems and people that was demonstrated in the ability to keep the group's attention centered around the important points of the issues being discussed. The major criticism made by two trainees was the lack of specific solutions to problems from the "establishment".

Six respondents provided constructive suggestions regarding possible changes or modification in similar "Dialogue" sessions. These suggestions included : (a) a greater amount of time for Participant-Consultant Dialogues in general; (b) a

²⁵This Post-Session Evaluation form may be found in Appendix XXI.

decrease in the structure imposed on the sessions; (c) acquisition of a consultant from Human Resources Corporation; and (c) providing a more practical application of ideas presented on testing applicants in the Employment Service.

Comparison of participants' responses to the above evaluation instrument indicates equal or greater concern with the way in which the session was carried out as with the specific subject matter discussed in the time allocated. Responses to item 3, which concerned workable ideas gained by trainees from the Consultant Session centered around references to increased understanding of applicant problems and needs as well as the importance of the applicant's first impressions of the Employment Service when first seeking assistance in finding a job through a local office. Most other responses indicated trainees' concern with the organization and functioning of this and similar sessions. Aside from nonspecific responses to these items, trainees' comments tended to describe and evaluate the ways in which the training group was able to function together as a team and with the two Project Consultants. Five persons included favorable evaluations of that morning's Group Process session.

This pattern of evaluative responses, described above, was viewed positively by the Project Staff since the apparently high level of interest and motivation indicated by respondents in working effectively with other participants on common problems was one of the most important goals of the overall project.

Two central measures obtained from Wednesday's Participant-Consultant Dialogue, "Creative Service to Employers", were the participants' self-evaluation in terms of effective contributions in the preparation and presentation of important issues, problem areas and possible solutions, and participants' evaluations of the organiza-

tion and content of the session itself. A sample of this form may be found in Appendix XXI.²⁶

Seven scored items taken from the evaluation form are presented below with their respective response frequencies included. This sample from the data indicates the composite direction and degree of respondent evaluation of this session.

1. How much did I contribute to this afternoon's program's preparation?

Little 2 Less than average 4 More than average 6 A great deal 1

3. What I did contribute in the preparation and presentation was:

Apparently trivial 2 Moderately important 9 Above average importance 2
Extremely crucial 0.

5. Did the organization of our afternoon interchange impress me as being good for our purposes?

No 0 Minimally 1 Yes 6 Definitely 6.

8. In terms of the outcome(s) of today's presentation and discussion, my satisfaction is:

Low 0 Slightly positive 2 Very good 7 Quite high 4.

10. Did anything "really new" or "stimulating" stick with me from today's session?

No 0 Not sure 0 Somewhat 3 Yes 9. (1 NR)

13. If asked to, I would take part in a similar session as today's:

If I had to 0 Probably 3 No 0 Definitely 10.

²⁶A copy of this evaluation form may be found in Appendix XXI.

15. I suggest that "Creativeness in Action" be _____ in Training session III (next month).

Modified 0 Discarded 0 Kept 13 Changed completely 0.

Praise or otherwise nonspecific positive evaluations were consistently observed in participants' responses to items regarding the planning, content selection by the Project Staff, and the overall competence of the consultants. Two criticisms made of the session were, "it was slow getting to the point", and "a more definite stand and more definite solutions to some of the problems we discussed could have been taken".

Greater dispersion was found in participants' self-involvement ratings and ratings of the value of their own contributions, (Items 1 and 3). However, better than half of the thirteen respondents rated themselves as "above average" in their efforts to plan, prepare, and present ideas, problems and alternatives for the Participant-Consultant session.

Responses to items 6 and 7 are of particular interest as they apply to the emphasis placed by the Missouri Valley Project on interpersonal communication and understanding.

6. How hard did I try to explore (and understand) the point of view of others?

very slightly 0 comparatively hard 3 moderately 5 with great effort 5.

7. Was my attempt to explore these points of view successful?

definitely not 0 moderately 2 better than expectation 10 definite yes 1.

Eleven participants indicated that they had made distinct efforts to be empathic with others, and that they had been more successful in the endeavor than anticipated. When asked if they would take part in a similar session, ten participants indicated that they definitely would and three responded "probably".

A third Post-Session Evaluation instrument was administered to trainees at the conclusion of the final Participant-Consultant Dialogue, "Model Employment Service Office". Again the evaluation form was designed specifically for the session under consideration. Appendix XXI contains a copy of the third Post-Session Evaluation form.²⁷

This form was similar in construction to the 15-item rating scale used in the previous session but was slightly lengthened by the addition of four open-ended items. As had been observed from the previous session evaluation, there was a tendency to rate highly the content and organization of the session and the consultants. Subsequently six items were deleted because of their failure to discriminate between respondents.

For purposes of discussion, six items selected from this form are presented below with response frequencies.

2. My activity in last night's meeting was:

Minimal 4 Far above average 2 Worthwhile to everyone 7 Apparently overlooked today 0.

²⁷ A copy of this evaluation form may be found in Appendix XXI.

3. In my view, last night and today's sessions were:

Definitely related 13 Not at all alike 0 Too abstract 0 Too much
the same 0.

5. From last night to today's meeting, my idea of a "Model Employment Service
Office" has:

Become more concrete (realistic) 9 Changed from a vague idea to a
plan 3 Lost most of its impact 0 Stayed the same 1.

8. I tried _____ to understand the problems and view points of other
participants and consultants.

In vain 0 Very hard 12 Very little 0 But was unable 0. (1 N.R.)

9. Some of the ideas brought up and talked about in our meeting(s) today are:

MY IDEA of progress 13 Still not clear to me 0 Unrealistic for me to
consider 0 Just now making sense to me 0.

13. Forgetting the other participants for a moment, I personally felt _____
_____ during the first hour or so of today's meeting.

Unprepared and anxious 1 Disappointed 0 Quite confident 11 Eager
for the pace to change 0 Irritated at certain participants 1.

While four respondents indicated that their level of activity had been minimal during the previous evening's preparation and planning session, nine individuals rated themselves as "far above average" in this area. With respect to possible suggested alternatives for improvement of services and communication in the Employment Service, all but one participant indicated that their idea(s) concerning the functioning of a Model Employment Service Office had become more realistic and that some of these new ideas would probably be in partial operation within one month after the training session terminated. This last item seems to suggest that the

generation of a variety of ideas for practical innovations was one of the main products of the third and fourth sessions.

Conclusions

Increased participant understanding of the relationships between and among problems within the Employment Service seems apparent from the responses given in these post session evaluations. The Project Consultants were rated as verbal, open to new and experimental ideas, and competent. Three participants suggested lengthening of the final consultant session for the next training program as they felt it was particularly beneficial in stimulating new ideas. Nine participants gave nonspecific positive statements regarding the Model Employment Service session modification and were apparently satisfied with the overall operation of the session.

Final Evaluation

The same 25-item Final Program Evaluation instrument employed in the first training program was again used.²⁸ Administration of the form was carried out on the morning of the last day. Emergent coding procedures similar to those used in analyzing data from the first program were employed in categorizing participants' written responses to the 25 open-ended items.

Examination of responses to the first four items indicated that three program aspects accounted for trainees' feelings and attitudes regarding the most valuable and enjoyable, and least valuable and enjoyable training activities. These three aspects were Group Process, the Job Seeking Activity, and "Group Formation". In certain items it will be noted that the number of obtained responses slightly exceed

²⁸A copy of this Final Program Evaluation form is contained in Appendix XX.

the total number of trainees. This was due to several respondents making more than one choice per item.

For the most part positive statements were made by participants in their evaluations of Group Process. Eleven respondents rated their experience in Group Process as being the most valuable, and six respondents listed it as being the most enjoyable aspect of the program. Two of the participants further indicated that Group Process had been of specific value in giving them insight into their own feelings and attitudes as well as those of others.

It was possible to code the explanations given for favorably rating Group Process. These coded comments included: made to think, information gained, and increased understanding.

Six persons rated the Job Seeking experience as being valuable to their learning about what applicants experience when trying to locate employment. Four persons indicated that the activity had given them insight into the applicants' experiences and/or difficulties. One participant who expressed negative feelings toward the activity explained this evaluation as being based on the necessity for deceiving so many employers. In relation to the total training program, one participant indicated that the Job Seeking Activity was the most valuable. On the other hand, six individuals felt that it was either the least valuable or least enjoyable aspect of the total program. No reasons were given for these unfavorable ratings of the Job Seeking Activity in relation to the overall program.

"Group Formation", the third emergent response category accounted for five respondents' evaluative comments regarding the most enjoyable aspect of the training

program. It is recalled that similar references to "Group Formation" were observed in trainees' responses to the same items in the Final Evaluation of the first program. Again, no explicit reasons or explanations were found to accompany these responses. It would appear that "Group Formation" tends to reinforce respondents' positive evaluations of Group Process and the Participant-Consultant Dialogue sessions. Further clarification is not warranted by the data.

Twenty responses or partial responses were coded as neutral in items 12, 13, 14, 15, and 16. Only four participants, half of those responding to item 12, indicated satisfaction with the length of the program sessions. Two participants felt that the sessions were too long and two felt they were too short. Seven persons expressed no dissatisfaction with the number of sessions per day, while five felt that there were either too many or not enough. Five out of seven participants indicated that the number of sessions for the entire program was "just right" and two expressed a need for a greater number of sessions. The above evaluations all appear to refer to the durational aspect of the various sessions rather than to session content. Participants' Post-Session evaluations indicated that most Workshops and "Participant-Consultant" sessions were enjoyable, worthwhile and thought provoking.

One person believed that the program had not been realistically oriented, but failed to provide any explanation or reason for his position. The remaining 12 respondents were in agreement that the orientation of the program had been realistic.

Favorable evaluations were observed regarding the preparation and organization of the Project Staff. However, a few unfavorable comments were obtained in participants'

evaluations of program facilities; that is, meeting rooms, hotel accommodations, food and services.

The only major modification suggestion made was that greater emphasis be placed on field work as well as on lengthening the Group Process sessions.

Item 24 which requested suggested deletions of particular components in future programs elicited one participant response suggesting deletion of the Job Seeking Activity, but the others apparently considered this activity to have been of value.

Conclusions

Favorable evaluations of the content and organization of the second training session were obtained from most trainees. Minor dissatisfaction with the organization of the program centered around the length of individual sessions or meetings and program facilities. In terms of content the only noteworthy area of apparent dissatisfaction was in six respondents comments indicating the Job Seeking Activity to have been least valuable or enjoyable.

Increases in trainees' understanding of the feelings and attitudes of others and insight into aspects of their own behavior was apparent from the evaluative data obtained regarding Group Process. Insight into the experiences and/or difficulties of the applicant was indicated as a result of the Job Seeking Activity. Additional nonspecific evaluative responses suggest the program was thought stimulating and conducive to understanding of the various aspects of Employment Service operations. It is of particular interest to note that

in contrast to participants in the first program, individuals in the second training group appeared to gain more valuable experience from the Job Seeking Activity and Group Process, and were more favorably disposed toward the weekend sessions. No other notable differences between the two training groups were apparent in regard to their final evaluations of the two programs.

EVALUATION OF TRAINING PROGRAM III

Participant Composition

Fourteen Employment Service personnel from four states in Region VII were selected as trainees for the third training program. This training group was composed of two Receptionist-Monitors, four Counselors, and nine Placement Technician-Interviewers.²⁹

Program Evaluation

Prior to the beginning of the third program it was decided, on the basis of available data from previous programs, that a more comprehensive evaluation component should be undertaken. Implementing this expanded evaluation component involved the design of additional Post-Session Evaluation measures, a revised Final Program Evaluation form, and a "Before-After" Program Inventory.³⁰

Analysis of the three Post-Session Evaluation measures employed during the second training program provided information regarding the most useful and appropriate

²⁹ Appendix XV contains all pertinent data regarding trainee participation by state, position and training program.

³⁰ Appendices XXII and XXIII contain copies of all Post-Session Evaluation forms and the Revised Final Evaluation instrument.

kinds of items for incorporation in subsequent forms. In this case, multiple response items combined with two or three open-ended questions were found to be a suitable form for the design of Post-Session Evaluation measures in terms of simplicity and ease of administration, as well as the amount of useful data obtained from respondents.

In addition to obtaining individual session evaluations, efforts were made to assess changes or modifications in the direction and strength of participants' attitudes and/or concepts regarding certain operations of the Employment Service team which could be reasonably attributed to the training experience. A three-part Program Inventory instrument was designed for measuring such attitudes which might be expected to change as a result of the training program. This Program Inventory was administered on the first and last days of the training program, thus providing a "Before" and an "After" data sample. Statistical analysis of this data was performed and is presented in the final part of this section, along with a specimen of the Program Inventory form.

Revision of the Final Program Evaluation instrument was principally one of length. The revised form was considerably shortened, containing only 15 items, but covering essentially the same content areas as did the original form.

For purposes of convenience and continuity, Post-Session Evaluation data is presented first, followed by the results from the Final Program Evaluation and both administrations of the Program Inventory.

Post-Session Evaluations

At the conclusion of each "Participant-Consultant Dialogue" session trainees were

requested to complete one- or two-page evaluation forms, designed specifically for assessing that session. Five such forms were administered during the program. Each instrument was designed to elicit individual assessment of the importance, organization and quality of the five sessions and their associated workshops. The items used in these forms were either of the multiple check list response type or were open-ended questions.

In the analysis of Post-Session forms, checklist items were tallied for the number of responses to each response alternative, while participants' written answers to open-ended questions were transferred from individual forms to a master sheet for composite coding and descriptive analysis.

Evaluation summaries are represented below in order of their administration during the program.

The first Participant-Consultant Dialogue - "Creative Communication" was held on the second day of the program, March 19, 1968. During the preceding evening, participants had met for a preparatory workshop to plan the agenda for the Dialogue. Hence an evaluation form was designed to deal with both the organization and quality of the workshop as well as the content of the Dialogue. This instrument, a one-page form with 10 items, was administered immediately following the "Creative Communication" session.³¹

Five items dealt directly with certain aspects of the previous evening's workshop. Eight of the fourteen trainees indicated that the instructions and the tasks to be

³¹Appendix XXII contains a copy of this Post-Session Evaluation measure.

accomplished during the workshop had not been clear and understandable. And, in the same respect, seven individuals felt that the goals of the workshop were not accomplished. One person, although not responding to the item in terms of yes or no stated that it was difficult to answer the questions because he was unsure of what the goals were. On the other hand, six respondents felt that the workshop's instructions were understandable and that the goals of the workshop had been accomplished. The omission of subsequent explanations in these two items was attributed to the forced choice form of the questions.

Item 4 requested participants to rate their contributions to the workshop on a five alternative scale form, "no contribution" to "outstanding". The following response distribution was obtained:

Item 4: I would rate my contribution(s) to last night's workshop as:

- 3 No Contribution
- 2 Of Little Value
- 8 Of Moderate Value
- 1 Of Above Average Value
- 0 Outstanding

These apparently low self-ratings are partially explainable in the basis of the above-stated lack of clarity and understanding of the instructions regarding tasks and purposes of the workshop. It is logical to assume that prior to the development of certain structures and stated goals by participants that one's feelings of accomplishment might likely be low or uncertain. This explanation is supported to a great extent by participant's statements to the fifth item regarding positive changes in the evening workshops. The following statements,

selected from participants' responses to this item should illustrate this trend:

Item 5: What changes, if any, would you make in the evening workshops so as to have better "Dialogues - Consultants and Participants"?

Encouraging all participants to contribute their thinking.

Absolute goals - either achieved or not.

A topic - a moderator

Set out definite guidelines

More clear cut lines from the University

More structure

After a certain amount of "airing" - some structure

Appoint a chairman...Don't dwell on incidents in individual offices

Evaluative items relating to the Participant-Consultant session centered around participants' estimation of Project Consultants' contributions as well as their own ideas and useful information gained from the session and a general evaluation of the session.

Four participants indicated that they had not gained anything "really new" or stimulating from the session. The other 10 individuals listed such issues as "communication problems and solutions", "lack of good communication from management", and "the difference in the small and large offices", as things which stuck with them from the session. In a subsequent item participants were asked to list 2 or 3 significant points of value or ideas they had learned during this session. Again, several references were made to the apparent lack of communication in certain offices, the need for developing better communication with management, and

the similarity of problems in other offices.

Such responses may appear somewhat trivial from an observer's point of view; however, it should be remembered that this was only the second day of the program, and the first opportunity participants had to function as a group with Project Consultants. In this same respect, seven participants indicated that they could have contributed more to the session if they had either had a greater chance to express their own opinions or had known better what was expected.

Favorable evaluations were made by participants of both Project Consultants in this above session. In effect, both consultants were described as easy to talk with, perceptive to problems and new ideas, and good listeners.

General evaluation of the session's overall value was obtained from participants in item 7 which requested trainees to rate the session's value on a scaled line from "no value" to "very important". No in-between values were provided on the line. In all but one case, participants placed an "X" towards the "very important" end of the line.

Data from the above Post-Session Evaluation suggests, in general, that participants were partially hampered in the evening workshop by an uncertainty regarding what was to be accomplished. Respondents rated their contributions to the workshop as moderate or below average, and further indicated the need for structure and more explicit guidelines in subsequent workshops.

Evaluations of the afternoon Dialogue were more favorable and indicated that trainees had considered the session to be worthwhile. Indications of the central points

and issues gained from the Dialogue centered around the need for improving communication with management in the Employment Service, the apparent lack of communication between Employment Service personnel in some offices, and the similarity of problems faced by personnel in various offices.

A second Post-Session Evaluation was obtained on March 20, following the Participant-Consultant Dialogue: "Creative Service to Employers". A second preparatory workshop had been held the previous night, and as before, the evaluation form was designed to cover both the workshop and the Dialogue. The form used was a 2-page, 9-item instrument similar to the one used the previous day.³² One variation made in the checklist items was that of including two or more alternatives in each item which were not mutually exclusive. That is, rather than making just one response, an individual could mark all alternatives that applied for any one item. Scaled line items, similar to item 7 in the previous form, were again employed since they proved an effective and simple data gathering technique, and four open-ended items were also included.

In sharp contrast to participants' previous evaluations of the first workshop, the second workshop was rated quite favorably in terms of more effective organization and productivity as well as being more suitable to participants' expressed needs. Only four respondents made further reference to a need for structure or guidelines when asked for suggested changes or modifications. Two participants did note that not everyone took part in the workshop:

³²See Appendix XXII for a copy of this Post-Session measure.

Workshop very good - however, everybody did not participate.

All should take a stand.

A reasonable inference from the above comments would suggest that participants were moving in the direction of a goal directed or problem solving group. In general, members of a goal directed group tend to be critical of individuals who do not take part in the group's activities and discussions.

Items dealing primarily with the afternoon consultant session focused on the following: increased understanding of employers' needs and requirements; the extent of active participation displayed by respondents; suggested changes in the Dialogues; and participant evaluation of Project Consultants.

Participants indicated that their understanding of employers' needs and requirements had increased during the Dialogue as a result of the following factors or combinations of factors:

<u>(Item 2) Number of Responses</u>	<u>Response Alternatives</u>
13	A. having knowledgeable consultants
7	B. last night's preparation
11	C. my own listening ability
6	D. participants' efforts to clarify problem
12	E. mutual attempts to communicate by consultants and participants

Two things are apparent in the above data. First, the high frequencies for alternatives A and E indicate that participants most likely viewed the Dialogue as an exchange rather than a lecture - the desired effect. Second, one might reason

that participants' formulations during the workshop were either not related to the Dialogue or that they were of aid but simply not seen as important after the Dialogue.

Related to the above discussion is the fact that trainees rated their attempts to understand the consultants' feelings and attitudes as "certainly worth the effort", and "payed off in better understanding".

It was of interest to the Project Staff to ascertain what main conditions affected individuals' taking an active part in the Dialogues. Two reasons accounted for 81.9% (9 out of 11) of the responses given: "if I had been asked", and "if certain participants had given me a chance". Eleven participants gave no suggested changes in the Dialogues, while 3 others suggested lengthening the session and promoting more group involvement.

Participants' responses regarding the most important point or idea raised during the meeting centered on the need for Employment Service personnel to establish more effective communication with the business community and to ascertain specifically the attitudes and needs of employers. Four Respondents noted that by knowing an employer's business needs, the Employment Service can better sell the employer services which can meet that need.

Favorable comments and otherwise nonspecific positive evaluations were observed in the majority of cases for the three Project Consultants participating in the above session.

General impressions from the above data indicate an increase in trainees' level of participation in the workshop and consultant sessions, and an apparent decrease in their need for direction and guidance from the Project Staff. Greater under-

standing of the role of employer attitudes and needs in effective service to the business community was indicated by most trainees. Three respondents favored lengthening the Participant-Consultant Dialogues, and several trainees noted a need for greater participation in the workshop sessions. Impressions of the value of the above meeting by the Project Staff were positive in regard to the objectives of the program.

No workshop was scheduled prior to the Wednesday's Consultant-Participant Dialogue: "The Applicant: His views of the Employment Service". A ten-item Post-Session Evaluation instrument consisting of multiple response items and open-ended questions was administered to trainees at the close of the session. Descriptive analysis of the data obtained from this evaluation is presented below.³³

Composite summaries of items 1, 3, and 5 are presented below as representative examples of the trend observed in participants' evaluative responses:

1. Compared to Tuesday and Wednesday's sessions, this afternoon's "Dialogue - Consultants and Participants" impressed me as (mark all that apply)
 - 10 being more to the point.
 - 1 not being as well organized.
 - 0 being less concerned with practical problems.
 - 0 a total waste of time.
 - 1 being the best session so far.

³³ A copy of the evaluation form used in this session is contained in Appendix XXII.

3. My participation in today's session was (mark all that apply)
- 8 worthwhile to me and other participants.
 - 2 less than usual.
 - 1 apparently of no value.
 - 3 such that I learned a great deal about applicants.
 - 3 not as active as I had expected.
5. My overall satisfaction with this program for the last three to five days has been
- 0 consistently high.
 - 5 low at first, but getting better.
 - 1 fairly low.
 - 8 moderate throughout.
 - 1 steadily decreasing.

Substantial increases in respondents' positive evaluation of the Dialogue session and their worthwhile participation in the session would seem to be directly related. It seems further apparent that the increased satisfaction with the overall program to date expressed by five trainees might be due to increased trainee participation in the program session. Indications by ten respondents that the above session was more to the point indicates that previous requests for more structure in the session and specific considerations of problems were partially satisfied.

Expressed trouble spots in answer to item 6 included suggestions that more than one applicant be used, and doubts that the applicant had been entirely honest. Ten participants indicated that they would like to see more sessions like this one used in the program, but again added that a cross-section of applicants would be desirable.

As in the previous evaluations, a wide range of responses was obtained regarding the most important points or issues as perceived by participants. Included among these responses were:

Employment Service not coming through with a job opening as expected.

Need for more field men to visit professional firms.

Employment Service is missing in the area of professional placements.

The applicant's actual feeling about the Employment Service. His feeling of the areas of possible improvement.

Treatment of the applicant by our service. His reluctance to return to the private agency, but continuing with us.

That basically the Employment Service takes a real interest in its clients.

Overall evaluation of the Project Consultant was not unfavorable, although a few individuals questioned his sincerity and felt that he was not at ease. Others stated that he was flexible and sensitive to problems. Despite the limitation of having only one Applicant/Consultant, a number of relevant issues and problems were raised and discussed by participants.

Responses observed in the above evaluation reinforced the training staff's belief that Employment Service personnel needed to develop greater understanding of an empathy toward applicants, and also gave indication that this need was being partially satisfied by the activity.

Following the fourth Participant-Consultant Dialogue, "Creative Service to Applic-

ants" on Tuesday of the second week, participants completed a two page Post-Session Evaluation on measure. This instrument was designed for participant evaluation of the Job Seeking Activity of the previous day as well as the Dialogue. These two activities were assessed together due to their interrelationship in the overall program.³⁴

Participants' evaluations of the field work activity were predominantly favorable as can be seen in the following item excerpted from the form.

My personal estimation of yesterday's field work activity is
that (mark all that apply)

- 13 it enabled me to experience what an applicant goes through.
- 3 it was the best component of this program.
- 2 it was too threatening to most participants.
- 0 the whole thing was a waste of time.
- 5 it was just what we all needed.

It should be noted that enabling participants to experience the kind of situation an applicant experiences, even if for only a few hours, was the prime goal of the Job Seeking Activity. It was further expected that trainees would partially build upon this simulated experience in their subsequent considerations of improving service to applicants.

An interesting combination of responses was observed in participants' evaluations of the content and goals of the Dialogue as well as their ratings of personal contributions. While 22 positive responses such as, "a worthwhile exchange of

³⁴Appendix XXII contains a specimen copy of the Post-Session Evaluation form.

information", our best session so far", and "focused on the real issues" were recorded, participants also indicated that the goals of the Dialogue were not clearly stated and were only partially accomplished. Eight respondents rated their personal contributions of the session as "moderate" or "below average", and five rated their efforts as "higher than expected". Two participants were of the opinion that certain aspects of the session had not gone well. However, apparent satisfaction was indicated by the remaining respondents. The two unfavorable responses were:

Consultants did not answer questions tossed out.

Group had facts and opinions that were not presented to consultants.

The resulting picture from the above data depicts five participants making average or above contributions in a meeting which was worthwhile, well focused and the best yet, but apparently not adequate for meeting its goals.

If it is assumed that the term "personal contribution" was interpreted to mean something spectacular or an outstanding performance rather than relative participation in the group, a more realistic explanation is possible. Three persons felt that the goals of the Dialogue were not clearly stated and ten persons indicated that the goals were only partially accomplished. Even with poorly stated or unaccomplished goals, participants apparently felt the session was not a waste of time and did cover certain important issues. In relation to the above evaluations, twelve responses were obtained in the sixth item which requested participants to state what they believed was the most important point to come out of the session. Representative of these answers were:

More training needed.

We are not giving all we can to our applicants.

We aren't experimenting enough with different ways of approaching some of our problems.

Making changes in Employment Service is being pushed.

We damn well better rock the boat to get anywhere.

Respondent's readiness for implementing changes in applicant-serving approaches through additional reasearch and training seems apparent in the above data.

In response to item 8, seven participants replied that their view of applicants had changed as a result of their activivities in the Field Work and Dialogue. Only two of these seven indicated how their views had changed: "more understanding gained", and "sympathize more with their problems". Five participants indicated that very little or no change in their views had occurred.

Suggested changes made by five respondents included greater adherence to a topic format, and emphasizing more concrete examples of proposed changes in the Employment Service operations.

In evaluating the three Project Consultants to the above session, all but one respondent felt that these consultants were utilized adequately. Open-ended evaluations of the consultants were favorable.

Combined evaluations for the final two Participant-Consultant Dialogues were obtained by use of a one page form dealing with both sessions.³⁵ These sessions

³⁵ A copy of this evaluation form is contained in Appendix XXII.

were, "Creativeness in Action", held on Wednesday, March 27, and "Model Employment Service Office", held on Thursday, March 28. Emphasis, however, was clearly upon the latter. The above instrument was administered following the "Model Agency" session.

The Project Consultant for the "Creativeness in Action" was rated highly by all participants. Several individuals pointed out, however, that the consultant had been built up too much in the program outline and was overshadowed by it.

Only three participants indicated dissatisfaction with the way in which the preparatory workshop for the Model Agency had turned out. The ten other participants felt that it turned out satisfactorily. Representative statements included:

Non satisfaction

Still can't organize to attack a problem.

Got main idea only.

Not enough hashing over details.

Satisfaction

We came up with something concrete.

I thought that we came up with a model plan that merits consideration.

Provided good deal of discussion.

We as a group had a pretty good idea as to what an ideal Employment Service should be like, and, suprisingly enough, were thinking along the same line in formulating our plan.

Seven participants were of the opinion that the most important idea or plan

discussed during the workshop and the Dialogue was the Team Approach concept.

Other responses to this item included:

Communication within the proposed structure of an ideal Employment Service.

Build a more professional, workable service.

New look for the Employment Service.

Participants also were asked if they believed the ideas, plans, and suggestions discussed during the workshop and Dialogues to be realistic. In effect, nine felt that they were and four were unsure. Such responses as these were typical:

The way to provide optimum service to those we serve.

There is no reason why the plan cannot be implemented if the powers that be are willing. As the consultant said - money is or can be made available.

Realistic yes, but probably far in the future - though it seems things are beginning to go this way already in other states.

Realistic, yes, but not without change.

Favorable evaluations were made of the three Project Consultants attending this final session.

Conclusions

Data from the above Post-Session Evaluations suggests that in terms of organization, trainees' initial performance in the workshops and afternoon Dialogue sessions was hindered by the lack of purposeful structure and direction regarding the objectives of the program. Subsequent decreases in stated requests

for such structure and guidance indicates that trainees were able to organize their group resources and work more effectively on common problems and issues.

Greater understanding of the needs and problems of both applicants and employers was apparent from trainees' evaluations. Also noted was a variety of ideas and suggested plans of action for improving the quality of service to applicants and employers.

In most cases these ideas centered around the need for extending greater courtesy to the applicant and trying to better meet his particular needs. Also, several respondents felt that more contact with employers and the business community was necessary.

Favorable evaluations of the "Model Agency" sessions were noted to emphasize the positive features of a Team Approach. Respondents further felt that such a Model Agency was realistic.

Final Evaluation

Concluding assessment procedures were administered on the morning of the last day of the training program. During this time trainees completed copies of a revised Final Program Evaluation and the Program Inventory.³⁶ Participants had previously completed the "Before" copy of

³⁶Appendix XXIII contains a copy of the Revised Final Program Evaluation measure. A complete copy of the Program Inventory is presented in the text of the above section.

the Program Inventory on the first day of the program. The second administration of this form constituted the "After" sample. Descriptive and statistical analysis of the above evaluation measures is summarized below.

Final Program Evaluation

The 15 item Final Program Evaluation measure designed for use in the third training program generally covered the same areas as contained in the form used during the first two programs, but was shorter in length and required less time for completion.

In the first two items respondents were requested to state what they felt were the main objectives of the training program and whether these goals had been achieved. Twenty responses were obtained to the first item thus indicating that seven participants felt the program had two main objectives. Five general categories were assigned for the twenty responses obtained in item one. Nine persons indicated that they felt the main objective of the program was to develop more effective communication abilities, and seven respondents defined the main objective as being to function as a group. Two participants felt that increased understanding of each others' job was the main goal, and, finally, two persons indicated "insight" and "information gain" respectively as the objectives. Seven respondents in the above data felt that both developing effective communication abilities and functioning as a group were the main objectives.

Ten respondents felt that their perceived objectives were achieved, and three persons did not answer the second item. One participant who had felt communication

to be the main objective indicated that it had "a beginning only".

One impression from the above data suggests that participants' perceptions of the main training objectives were generally in close agreement with outlined goals maintained by the Project Staff. However, it is difficult to evaluate the extent to which participants' responses to the above questions were influenced by the Project Staff's emphasis and expressed orientation throughout the program.

Participants' judgments regarding the most and least valuable aspects of the program tended to balance. The following example illustrates this point:

<u>Most Valuable</u>	<u>Least Valuable</u>
Group Process - 4	Group Process - 2
Dialogue - 1	Dialogue - 1
Communication - 3	Communication - 2
Workshop - 2	Workshop - 2
None - 1	None - 4
Other - 2	Other - 2

Indications that those aspects listed as "most valuable" were helpful in developing personal understanding and improved communication ability constituted participants' explanations for listing them. On the other hand participants' explanations for listing the above "least valuable" aspects were that not much was accomplished in them.

Favorable ratings of Project Staff and Consultants were observed both in terms of

organization and availability.

All thirteen participants indicated that the program had proper emphasis, and all but two felt that it was well organized. These two criticisms of the program organization regarded "insufficient participation" in the program by Project Staff members and the lack of advanced information about what would be done in Group Process.

In terms of time allotments for workshops and Dialogues, the following response categories emerged:

Workshops

4 No Response
4 Just enough
2 Too little
3 Too much

Dialogues

3 No Response
8 Just enough
2 Too little
0 Too much

Very little or no change was observed in the above participant ratings relative to daily evaluation responses.

All respondents stated that they would participate in a similar training program but, when asked how long a time period should elapse before having such a follow-up program, participants indicated from one month to eight months in the following distribution:

<u>Number</u>	<u>Alternatives</u>
1	1 Month
2	3 Months
4	5 Months
<u>5</u>	8 Months
12 Responses	

Reasons given for wanting to participate in a similar program included: "insight gained", "made to think", and information received".

Further evaluation of the four main program components was not as complete as had been expected. Participants were here asked to give brief evaluations of the workshops, Consultant-Participant Dialogues, the Field Work Activity, and Group Process. Five emergent coding categories covered the fifty responses made to this four-part item. They were: valuable, productive, enjoyable, good, and bad. Suffice it to say that only nine unfavorable responses were observed, most of which were in regard to the Field Work Activity.

Rather than requesting participants to indicate what they felt to be the most important or enjoyable aspect of the program, as was done in the previous two final evaluations. they were asked to state the most valuable thing they had learned during this program. Four multiple content categories contained all responses. These categories along with their response frequencies and sample responses are as follows:

Group Process 2

To work with a group and say what I mean.

The possibilities of group interaction and action - as this can be applied to Employment Service activities with fellow employees and applicants...

Things can happen in a group.

Communication 8

Learned to listen more carefully to what is being said and to listen for meaning.

More aware that people are sending out gobs of messages that are not being picked up.

Understanding 5

I feel that I have come to know myself better and to more fully realize myself in relation to the Employment Service...

To become more sensitive.

Insight 2

The times are changing and we had better get with it.

This sample of responses indicates favorable effects of training on participants in the directions of the stated program objectives.

The final item asked for participants' suggestions for improving the quality of the next program. Among the responses to this item were suggestions that Project Staff members participate more in the program, managers be included in the

training, group process be more explicitly explained, and that assessment should be made through observations and discussions with individuals.

PROGRAM INVENTORY

Examination of the various trends in participants' responses to Post-Session and Final Program Evaluation measures used during the first and second training sessions indicated that attitudinal changes were being partially obtained in certain items. It was apparent to the Project Staff that further development of an assessment procedure directly focused on attitudinal variations among participants during the training program would prove valuable.

Specifying the range of attitudes to be measured was straight forward. Since the Missouri Valley Project focused on issues of human communication processes and interpersonal relations, it was logical to obtain samples of participants' attitudes and opinions toward these issues. Specifically, those issues toward which participants' attitudes were assessed were:

1. Factors producing faulty communication and interpersonal misunderstanding,
2. Factors influencing Employment Service employees' impressions of colleagues, applicants, employers, and themselves,
3. Effective Employment Service office operations, and,
4. Effective ways of improving one's communication skills.

Items based on the above areas of emphasis were written and pooled for selection. Unclear or repetitive items were rewritten or discarded from the pool. Three Project Staff members made independent selections of the items to be included in

the final form. The end result of this procedure was a three part, thirty-one item Program Inventory. Parts A and B consisted of six, seven, and eight alternative ranked items, and Part C contained twenty-five true-false items. In ranking the items of Parts A and B, each stimulus statement or issue was followed by seven possible response choices which participants were asked to rank from least to most important or least to most accurate according to their own belief. Rankings were made with the numbers from "1" through "7", where "1" was defined as "least important" or "least accurate" and "7" stood for "most important" or "most accurate". The absence of "right" or "wrong" response alternatives to all ranked items insured a greater chance of obtaining participants' attitudes rather than guesses. The chances for response sets (i.e., answering in a way that one feels he is expected to by others or using the same rote procedure each time) were lowered by using similar choices in each item and by avoiding value laden terminology in the items and choices. Part C was similar to A and B in content, but used "true-false" forced-choice responses.

The Program Inventory was designed as a "Before-After" instrument. Accordingly, participants completed the inventory on the first day of the program following the orientation, and again on the morning of the final day. Quantitative analysis of Parts A and B were performed and are discussed below. Part C responses were treated quantitatively only when marked differences were apparent. Copies of both the Program Inventory and analyzed data are presented below for the reader's convenience.³⁷

³⁷ Due to an unfortunate death in his family one trainee returned home before the last day of the program, hence reducing the number of trainees to thirteen. Both Before and After ranks and rank means were computed for the above thirteen respondents.

MISSOURI VALLEY STAFF DEVELOPMENT PROJECT

FOR

EMPLOYMENT SECURITY PERSONNEL

PROGRAM INVENTORY SESSION THREE

This form is being used to evaluate the content, organization and planning adequacy of this third program. The information gained from this and other instruments will give the staff an indication of how well they have planned for meeting the problems and needs of those involved in this session. There are three parts to this form, A, B, and C. Explicit instructions are provided at the beginning of each part. The best time estimate for completing all three parts is 40 minutes. Your cooperation in carefully completing all items below is greatly appreciated.

PART A

INSTRUCTIONS

Part A is concerned with different viewpoints about human communication. Five statements are included with seven lettered possible responses to each statement. Please rank the seven alternatives from least to most important for each of the five statements. Use the numbers from "1" through "7" for your ranks. In ranking these alternatives use "1" for least important or least accurate and "7" as most important or most accurate. You will make thirty-five rankings in all. Please be sure to rank all seven alternatives for each of the five statements.

Before beginning Part A, please complete the following:

Your position with the Employment Service is _____

Age _____ Sex _____ Years with the Employment Service _____

I. One learns better methods of communication through:

- a. classroom lectures ()
- b. practical experience ()
- c. either group process or sensitivity training ()
- d. developing a sincere liking for and acceptance of others ()
- e. learning to listen to what others say ()

- f. none of these: communication skills are "inborn" - they cannot be taught or learned ()
- g. learning to "hear" and "read" all of the messages that others "send" ()

II. An Employment Service employee's initial attitude towards an applicant is strongly influenced by:

- a. dress and physical appearance ()
- b. sex, age and race ()
- c. the applicant's attitude ()
- d. the position of the E. S. employee ()
- e. the applicant's occupational history ()
- f. the position of the person sending (referring) the applicant to the Employment Service office ()
- g. an applicant's inability to ask the right questions ()

III. Faulty or ineffective communication between Employment Service Personnel is:

- a. caused by people not listening ()
- b. usually due to one person's carelessness ()
- c. not due to any one person ()
- d. often due to unclear designation of responsibility ()
- e. a result of lack of interest ()
- f. a result of not knowing what should be communicated ()
- g. a result of work overload ()

IV. When a misunderstanding between an employer and the Employment Service occurs it is usually due to:

- a. a lack of cooperation between E.S. personnel ()
- b. the employer's unrealistic expectations ()
- c. something the applicant has done wrong ()
- d. a rush job in placing the applicant ()

- e. the employer's failure to specify what he wants ()
- f. a communication breakdown in the E.S. Bureaucracy ()
- g. mutual neglect of certain vital information ()

V. The most accurate explanation for certain E.S. applicants experiencing disappointment is:

- a. many applicants lack vital information ()
- b. most applicants feel disappoint when they have to wait up to a day in order to see an Interviewer ()
- c. due to impersonal treatment of applicants by Employment Service personnel ()
- d. the barrier of lack of qualifications for desired jobs ()
- e. the applicants lack of real desire to work ()
- f. due to apparent misunderstanding of the applicant's needs by various E. S. personnel ()
- g. the applicant's feeling of being unfairly treated ()

PROGRAM INVENTORY ANALYSIS: SESSION III

ANALYSIS OF PART A (N=13)

<u>Item</u>	<u>Response</u>	<u>Mean Before</u>	<u>Mean After</u>	<u>Rank Before</u>	<u>Rank After</u>	<u>Rank Change</u>
I	a	3.24	2.55	2	2	0
	b	5.23	4.07	7	3	-4 ¹
	c	5.07	5.92	4	7	+3
	d	4.15	4.53	3	4	+1
	e	4.72	5.30	5	6	+1
	f	1.30	1.07	1	1	0
	g	5.00	4.76	6	5	-1
II	a	5.23	4.46	5	5	0 ²
	b	2.84	3.08	3	3	0
	c	5.85	6.38	6	7	+1
	d	2.46	2.23	2	2	0
	e	5.85	5.46	7	6	-1
	f	2.30	2.23	1	1	0
	g	3.15	4.38	4	4	0 ³
III	a	3.76	5.15	4	6	+2 ⁴
	b	2.15	2.23	1	1	0
	c	5.00	4.30	5	4	-1
	d	5.08	3.53	6	3	-3 ⁵
	e	2.92	4.46	2	5	+3 ⁶
	f	5.02	5.50	7	7	0
	g	3.85	2.85	3	2	-1 ⁷

¹t = 4.14; df = 12; p < .01

²t = 3.18; df = 12; p < .01

³t = 2.56; df = 12; p < .05

⁴t = 2.28; df = 12; p < .05

⁵t = 2.38; df = 12; p < .05

⁶t = 2.46; df = 12; p < .05

⁷t = 2.50; df = 12; p < .05

<u>Item</u>	<u>Response</u>	<u>Mean Before</u>	<u>Mean After</u>	<u>Rank Before</u>	<u>Rank After</u>	<u>Rank Change</u>
IV	a	3.23	3.92	2	3	+1
	b	4.08	3.62	4	2	-2
	c	2.61	2.53	1	1	0
	d	4.46	4.15	5	4	-1
	e	4.92	4.23	6	5	-1
	f	3.69	5.15	3	7	+4 ¹
	g	5.15	4.87	7	6	-1
V	a	3.08	4.38	1	4	+3 ²
	b	3.15	2.92	2	2	0
	c	4.69	4.62	6	6	0
	d	4.62	4.38	5	5	0
	e	3.85	2.62	3	1	-2 ³
	f	4.85	5.38	7	7	0
	g	4.23	3.15	4	3	-1 ⁴

¹t = 2.92; df = 12; p < .02

²t = 2.34; df = 12; p < .05

³t = 2.36; df = 12; p < .05

⁴t = 2.42; df = 12; p < .05

PART B

INSTRUCTIONS

Please rank the following in order of their importance to the operation of an effective Employment Service office. Let "1" stand for what you believe is the most important and so on, letting "8" stand for the least important.

- a. knowing what the others in the office are doing ()
- b. clear designations of authority ()
- c. good relations with employers ()
- d. individual freedom of operation ()
- e. good office facilities ()
- f. clear lines of communication with employers ()
- g. immediate processing of new applicants ()
- h. clear lines of communication within the office ()

PROGRAM INVENTORY ANALYSIS: SESSION III

ANALYSIS OF PART B (N=13)

<u>Item</u>	<u>Rank Before</u>	<u>Rank After*</u>	<u>\bar{X}_B</u>	<u>\bar{X}_A</u>	<u>Rank Change</u>
a	3	7	4.92	3.23	-4 ¹
b	6	4	3.53	5.23	+2 ²
c	7	5	3.23	4.76	+2 ³
d	4	3	4.46	5.30	+1
e	1	1	6.38	7.08	0
f	5	6	3.69	4.62	-1
g	2	2	5.92	5.85	0
h	8	8	2.46	1.38	0 ⁴

¹t = 2.87; df = 12; p < .02

²t = 2.42; df = 12; p < .05

³t = 2.54; df = 12; p < .05

⁴t = 2.58; df = 12; p < .05

*Items are here ranked from 1 to 8; 1 = highest, 8 = lowest.

PART C

INSTRUCTIONS

Part C consists of 25 statements dealing with particular aspects of interpersonal relations and some possible ways of increasing the effectiveness of such relations in the Employment Service. Please read and check each statement. If you agree with the statement mark it True, or, if you disagree mark it False. In cases of uncertainty or doubt please mark the response which best indicates your judgement of the statement.

1. The first thing an applicant should be told is what he can and what he cannot expect from the Employment Service.

True () False ()

2. The most important attributes of an Employment Service employee should be empathy, sympathy and understanding for applicants and colleagues.

True () False ()

3. The ability to work efficiently with applicants and employers can be gained only through experience.

True () False ()

4. Regardless of position, an Employment Service employee should be willing to take risks.

True () False ()

5. An important orientation towards an applicant by E. S. Counselors should be to improve the applicant's feeling of self-worth.

True () False ()

6. Regardless of the situation an E. S. employee should always be practical and realistic.

True () False ()

7. First impressions are always the most lasting and decisive when an applicant comes to an Employment Service office.

True () False ()

8. Good adjustment and emotional maturity are necessary traits for E.S. Interviewers and Receptionists.

True () False ()

9. In an E. S. office, clear and strict designations of responsibility are essential.

True () False ()

10. Applicants who are unsure of what kind of work they want should always be referred for counseling.

True () False ()

11. Sometimes the only way to really help an applicant or an employer is to disregard certain E. S. rules and regulations.

True () False ()

12. Favorable relations between employers and E. S. employees are best developed by giving the employer just what he wants.

True () False ()

13. It is very difficult or impossible to work with certain applicants due to gross personality differences.

True () False ()

14. Effective interpersonal relations between E. S. personnel are boosted by informal exchanges and casual information swapping.

True () False ()

15. Placement Technicians should always maintain tolerance for an employer's strict regulations for hiring applicants.

True () False ()

16. In contrast to employees of private agencies, E. S. personnel need not strive to make a favorable impression on applicants.

True () False ()

17. Attempting to persuade an employer to create an opening for an applicant is definitely going too far.

True () False ()

18. Being creative and trying out new ideas should be part of an E. S. employee's overall job.

True () False ()

19. The best way to speed up operations in many E. S. offices would be to eliminate a good deal of red tape.

True () False ()

20. A favorable attitude can be established toward the Employment Service by processing applicants as rapidly as possible.

True () False ()

21. Much of an E. S. employee's job satisfaction comes from the experience of helping applicants.

True () False ()

22. A major reason for unsuccessful attempts to place applicants is a misunderstanding of their needs and problems.

True () False ()

23. When contacting an employer about possible job openings the most important thing to keep in mind is the employer's expectations.

True () False ()

24. Receptionists can often provide new applicants with all of the information needed to meet their problems.

True () False ()

25. If going out of the office to meet applicants and employers works well for an E. S. employee then he should not be prohibited from doing so.

True () False ()

PROGRAM INVENTORY ANALYSIS: SESSION III

ANALYSIS OF PART C (N BEFORE = 14
N AFTER = 13)

1. Before: True <u>9</u> False <u>5</u> After: True <u>10</u> False <u>3</u>	10. Before: True <u>6</u> False <u>8</u> After: True <u>5</u> False <u>8</u>
2. Before: True <u>13</u> False <u>1</u> After: True <u>11</u> False <u>2</u>	11. Before: True <u>6</u> False <u>8</u> After: True <u>11</u> False <u>2</u>
3. Before: True <u>7</u> False <u>7</u> After: True <u>2</u> False <u>11</u>	12. Before: True <u>5</u> False <u>9</u> After: True <u>3</u> False <u>10</u>
4. Before: True <u>12</u> False <u>2</u> After: True <u>13</u> False <u>0</u>	13. Before: True <u>7</u> False <u>7</u> After: True <u>12</u> False <u>1</u>
5. Before: True <u>13</u> False <u>1</u> After: True <u>13</u> False <u>0</u>	14. Before: True <u>12</u> False <u>2</u> After: True <u>12</u> False <u>1</u>
6. Before: True <u>10</u> False <u>4</u> After: True <u>7</u> False <u>6</u>	15. Before: True <u>5</u> False <u>2</u> After: True <u>2</u> False <u>11</u>
7. Before: True <u>5</u> False <u>9</u> After: True <u>6</u> False <u>7</u>	16. Before: True <u>0</u> False <u>14</u> After: True <u>0</u> False <u>13</u>
8. Before: True <u>14</u> False <u>0</u> After: True <u>13</u> False <u>0</u>	17. Before: True <u>2</u> False <u>12</u> After: True <u>0</u> False <u>13</u>
9. Before: True <u>13</u> False <u>1</u> After: True <u>9</u> False <u>4</u>	18. Before: True <u>14</u> False <u>0</u> After: True <u>13</u> False <u>0</u>

19. Before: True 13 False 1
After: True 13 False 0
20. Before: True 10 False 4
After: True 11 False 2
21. Before: True 14 False 0
After: True 13 False 0
22. Before: True 14 False 0
After: True 13 False 0
23. Before: True 11 False 3
After: True 10 False 3
24. Before: True 5 False 9
After: True 7 False 6
25. Before: True 13 False 1
After: True 13 False 0

Two notable differences are observed in the first item of Part A. The significant decrease in participants' ranking of practical experience as a method for learning better communication skills stand in contrast to the nearly equal increase in their ranking of group process or sensitivity training. Even though sensitivity training has become better known publicly than group process, the connection between either method and the development of better communication skills was known by only a few participants. Practical experience, on the other hand, was apparently first perceived as including or being more effective than such things as liking and accepting others or learning to listen to what others say. Minor increases in ranks of the latter two items were also noted. Participants' experience in Group Process as well as their efforts to deal with the numerous problems, issues, solutions, and drawbacks of improving human relations and communication effectiveness may well account for the shifts in ranking of the above alternatives.

Although not apparent in the rank responses, significant changes were observed in alternatives a and g of the second item. Essentially, and most certainly an effect of the training program, participants indicated that an applicant's dress and physical appearance had less of an initial influence on their attitude of the applicant, and that the applicant's inability to ask the right questions had a greater influence on initial attitudes. Although minor, it was also interesting to note that the applicant's attitude was considered more influential than his occupational history as had been indicated in the first administration. The issues involved in this item were dealt with to varied extents in the "Creative Service to Applicants" Dialogue.

A most revealing shift was observed in four alternatives of item III regarding

factors producing faulty or ineffective communication between Employment Service personnel. Initially ineffective communication was attributed mainly to unclear designations of authority and not knowing what should be communicated, ranked six and seven respectively. Post administration responses, however, show a three rank decrease regarding unclear designations of authority and an increased attribution to people not listening and a lack of interest, respectively ranked sixth and fifth. Not knowing what should be communicated remained the most important or accurate factor. An additional significant change occurred in the last alternative: a result of work overload was observed to go into second rank from its previous rank of three.

What the above response comparisons would seem to indicate is that participants' attitudes (and opinions) concerning the causes of communication breakdowns had shifted from structural organizational factors to interpersonal elements.

Somewhat countering evidence to the above shift was observed in the comparison of pre and post responses to item IV. Participants initially indicated that the most important factor bringing about Employer-Employment Service misunderstandings was mutual neglect of certain vital information. While this factor fell only one rank in the post administration sample, a communication breakdown in the Employment Service Bureaucracy rose from a middle range rank of third to most important. The rationale for holding the "Employment Service Bureaucracy" responsible for misunderstandings with employers was not apparent.

The last item in Part A was concerned with "accurate explanations" for some applicants experiencing disappointment in their encounters with the Employment

Service. In terms of the seven alternative explanations provided, participants indicated that apparent misunderstanding of applicants' needs by various Employment Service personnel best accounted for applicants' disappointing experiences, in both before and after administrations. The applicants' lack of vital information necessary for adequate service from the Employment Service was ranked significantly more important, while the explanation that applicants lack real desire to work was ranked least accurate on the post administration being assigned a rank of three on the first form.

Part B was identical in form to Part A, and actually was an extension of Part A. The only variation was in the direction of numerical ranking: for Part B, "1" stood for most important or accurate and "8" was least important or accurate, while the order was reversed in Part A.

The item appears self-explanatory. The increased importance of clear designations of authority and good employer relations are in apparent congruence with participants' previous responses in Part A. It is somewhat puzzling that responses to the first and last alternatives were not more alike in the first administration, since they were one rank apart in the post rankings, and both items overlap considerably in content.

Part C was found to be considerably less sensitive to changes than the previous two sections. Although not significant, notable variations in items three, six, nine, and eleven indicate a partial decrease in

participants' attitudes toward the need for concise procedures and structured job performance as well as the "experience only" way of gaining the ability to work efficiently with applicants and employers.

Finally, decreased agreement in item thirteen suggests that during the training program, participants developed greater awareness of the ways in which their behavior affects others as well as the sometimes negative affect they experience from certain behaviors of others.

Conclusions

Comparison of trainees' pre- and post-session responses to the Program Inventory suggests changes or modifications in several attitudes concerning Employment Service operations and problems. Respondents were inclined to assign greater importance to development of listening skills and personal acceptance of others than to practical experience, as effective methods of learning better communication skills, after the program than initially. Also applicants' attitudes and their inability to ask the right kinds of questions were seen as more important than physical appearance as factors affecting the initial attitudes of Employment Service employees' attitudes subsequent to the training program. This increased emphasis on personal and interpersonal aspects at the expense of physical appearance is clearly in agreement with the project's emphasis and orientation.

It is interesting to note that in both the cases of ineffective communication within the Employment Service and misunderstanding between employers and the Employment Service, respondents post-session responses tended to describe such factors as inattentive listening, lack of interest, and mutual neglect of information as the more probably causes, than unclear designations of authority or unrealistic expectations of employers.

Similar attitudes were indicated in post-session responses regarding explanations for applicants experiencing disappointment. Trainees' responses suggest that they see the applicants' lack of information and certain Employment Service employees' misunderstanding of applicants as factors producing disappointment, as opposed to the applicant's lack of work motivation.

While it is not possible to attribute the above attitude patterns to specific aspects of the training experience, the data does serve as an indication that respondents' attitudes on central issues tended to change in directions similar to those emphasized by the training program.

EVALUATION OF TRAINING PROGRAM IV

Participant Composition

Fourteen Employment Service employees from five states in Region VII consisting of four Counselors, one Receptionist-Monitor, and nine Placement Technician-Interviewers made up the participant representation for the fourth training program.³⁸

Program Evaluation

In contrast to the previous three training programs Project Staff involvement in the organization and selection of the content was kept to a minimum in the fourth program. That is, with the exception of Group Process sessions and the culminating "Model Agency Dialogue", the planning and organization of training activities was the responsibility of participants. Project Staff members served as "facilitators" and resource consultants, but did not control the format or content of the program.

Assessment of the fourth program was implemented through use of the revised Final Program Evaluation measure previously employed in the third training session and a modified "Before-After" Program Inventory. The feasibility of using Post-Session Evaluations was seriously questioned since the specific content and issues attended to in the program and the kinds of activities planned by trainees could not be sufficiently anticipated by the Project Staff. Equally important is the

³⁸Complete information regarding trainee participation by state, training session and position is contained in Appendix XV, and data showing percentage difference between the training population and Employment Service personnel in similar positions in the entire population of Region VII is presented in Appendix XIX.

fact that trainees neither planned for nor requested formal Post-Session Evaluations.

Favorable experience in the previous session with the "Before-After" Program Inventory made this procedure attractive for use in the fourth program. Revisions were made in the form and length of certain items in the previous measure, however the revised instrument also contained three parts, and made use of better than fifty per cent of the items included in the First Inventory. Parts A and B of the third program form were combined into a single Part A, and an eighth response alternative was added to the existing seven. Part B of the newer measure consisted of forty "true-false" items, similar to the former Part C, and two open-ended questions were designed for part C.

Final Program Evaluation

As was stated above, the revised Final Program Evaluation measure used in the previous program was administered to participants in this final training program.³⁹ Participants' evaluative responses lent themselves well to multiple emergent coding procedures.

Four major areas were felt by respondents to be the main objectives of the training program. Representative responses in the four areas included:

³⁹ A copy of this measure is contained in Appendix XXIII.

Understanding - eight responses

"To discover critical problems in the agency and among personnel and possible solutions to these problems."

"A better understanding of self in relationship with others."

Insight - four responses

"Sensitivity to our own and others' feelings - the need to know that each person structures situations as he sees or perceives it."

"To make us more aware of self and our relationship to individuals."

Communication - five responses

"To improve communication and understanding between Counselors, Technicians, and Receptionists."

"Communication. Overall picture of Employment Service and my part in the overall picture."

Information - one response

"I wish the objective of this training program was to improve the Employment Service image and services to the public."

All fourteen participants indicated that they felt that the above objectives had been accomplished, however further clarification was lacking.

Only twelve of the fourteen participants responded to the third item which asked respondents to state what they felt to be the most important or valuable aspect of the program. Group Process was rated as most valuable by eight participants, and

communication (i.e., the emphasis upon better understanding the communication process) was felt to be most important by four individuals. "Increased self understanding", and "a greater desire to work together", were given as explanations for attributing high value and importance to group process and the communication emphasis.

The "Model Agency" workshop and consultant session were described by three respondents as the least valuable or least important aspects of the program. Stated reasons for this position indicated that the "Model Agency" session "resolved nothing", and/or was "beyond realization". The other eleven respondents felt that the "Dialogues" and the evening workshops were respectively least valuable. No further explanations were made.

All fourteen respondents indicated that they had found members of the Project Staff easy to work with, and eleven participants rated the staff as being well organized. Three individuals failed to respond regarding staff organization. Identical evaluations were made of the Project Consultants in regard to their qualifications, and the extent to which they worked with participants. Favorable evaluations were observed regarding the emphasis of the program and the organization of individual program sessions. For such reasons as: "I have gained knowledge and insight", "for self improvement", and "better understanding to be gained", all participants indicated that they would participate in similar training programs. It should be pointed out that respondents were, in fact, evaluating their own planning and organization efforts.

Majority satisfaction with the amount of time spent in workshops and "Dialogues" was apparent in seventeen favorable responses out of twenty. In contrast to the preferences of third session participants regarding the best length of time to maintain between the end of that program and a hypothetical follow-up program, an average of eight months, ten out of the fourteen participants in the current program stated preferences of five months or less.

With only minor exception, accommodations at the Aladdin Hotel in Kansas City, Missouri and the Sheraton-Elms were rated as adequate.

Conclusion

Better understanding of themselves and others and perceived improvements in communication skills as well as increased understanding of fellow employees' responsibilities and duties constitutes the central theme of most respondents' assessment of the most valuable thing learned during the program. Forty-seven positive responses were observed in participants' evaluations of workshops, Consultant-Participant Dialogues, and Group Process.

The content and quality of the above evaluations suggest that trainees were favorably disposed toward the semi-structured nature of the training program. Also, participants' demonstrated ability to design and partially implement valuable activities in their own training program lends strong support to the further use of semi-structured or unstructured training designs in subsequent Employment Service training endeavors.

PROGRAM INVENTORY

Inspection of the three-part revised Program Inventory below should indicate that the only major difference between it and the original instrument is the addition of the two open-ended items in Part C of the revised form. Combining Parts A and B of the original Inventory and adding one response alternative per item in Part A of the current form, as well as including another fifteen items in Part B of the revised form, constitute only minor modifications which do not affect comparability of the two forms. In the Directions section of the revised form, participants were asked to rank each response alternative in terms of "how close it is to your own opinion". While essentially the same directions were included for both third and fourth session forms, the term "your own opinion" was not used in the former instrument.

In accordance with the Before-After design employed, the Program Inventory was administered on the first day immediately following the Orientation Luncheon and again on the concluding day of the program. Participants completed all items in both administrations of the form, thus providing the necessary data for complete analysis. Copies of the Program Inventory and associated analyzed data are presented below.

Participants' opinion responses to item one of Part A regarding various alternatives for learning better methods of communication showed relatively little significant variation between pre and post administrations.

It was partially expected, on the basis of previous data reported above, that group process sensitivity training would be ranked significantly higher on the post Inventory administration than initially. In passing it is noted that this alternative was ranked highest in "importance" or "agreement" on the post administrations of both the third and fourth sessions.

ANALYSIS SUMMARY: PROGRAM INVENTORY - SESSION FOUR

PART A

DIRECTIONS

In each of the items in this part there is one statement followed by a series of opinion responses. You are to rate each of the opinion responses for each statement. Since there are 8 responses for each statement, you are to use the numbers from 1 to 8 to rate the responses. There are 6 items with 8 responses for each, so you will make 6 sets of rankings from 1 to 8.

Instructions for Rating

In Part A you are asked to rank each response in terms of how close it is to your own opinion. Read each statement and the 8 responses following it. Write the number 8 in the bracket next to the opinion response which is closest to your opinion. Then write the number "7" in the bracket by the opinion response next closest to your opinion. And so on. Of course, you will write the number "1" in the bracket next to the opinion response which is furthest from your opinion. Do not use the same rank (number) twice for any one item. Each opinion response must be given a separate rank.

REMINDER: "8" means highest agreement with the opinion response.
"7" means next highest agreement with the opinion response. Etc.
"2" means next to least amount of agreement with the opinion response.
"1" means least agreement with the opinion response, or greatest disagreement.

I. One learns better methods of communication through:

- a. classroom lectures ()
- b. practical experience ()
- c. either group process or sensitivity training ()
- d. developing a sincere liking for and acceptance of others ()
- e. learning to listen to what others say ()
- f. none of these: communication skills are "inborn" -- they cannot be taught or learned ()
- g. learning to "hear" and "read" all of the messages that others "send" ()
- h. role playing activities ()

II. An Employment Service employee's initial attitude towards an applicant is strongly influenced by:

- a. dress and physical appearance ()
- b. sex, age, and race ()
- c. the applicant's attitude ()
- d. the position of the Employment Service employee ()
- e. the applicant's occupational history ()
- f. the position of the E.S. employee referring the applicant to his desk ()
- g. the applicant's inability to ask the right questions ()
- h. the way in which the applicant sees himself ()

III. Faulty or ineffective communication between Employment Service personnel is:

- a. caused by people not listening ()
- b. usually due to one person's carelessness ()
- c. not due to any one person ()
- d. often due to unclear designation of responsibility ()
- e. a result of lack of interest ()
- f. a result of not knowing what should be communicated ()
- g. a result of work overload ()
- h. built into the system and cannot be corrected ()

IV. Misunderstanding between an employer and the E.S. is usually due to:

- a. a lack of cooperation between E.S. personnel ()
- b. the employer's unrealistic expectations ()
- c. something the applicant has done wrong ()
- d. a rush job in placing the applicant ()
- e. the employer's failure to specify what he wants ()
- f. a communication breakdown in the E.S. bureaucracy ()
- g. mutual neglect of certain vital information ()
- h. special programs being imposed on the E.S. (e.g., HRD, WIN) ()

V. The most accurate explanation for certain E.S. applicants experiencing disappointment is:

- a. many applicants lack vital information ()
- b. most applicants feel disappointed when they have to wait up to a day in order to see an Interviewer ()
- c. due to impersonal treatment of applicants by E.S. personnel ()
- d. the barrier of lack of qualifications for desired jobs ()
- e. the applicant's lack of real desire to work ()
- f. due to apparent misunderstanding of the applicant's needs by various E.S. personnel ()
- g. the applicant's feeling of being unfairly treated ()
- h. the lack of cooperation between various E.S. office personnel ()

VI. Effective operation of an E.S. office depends most upon:

- a. knowing what the others in the office are doing ()
- b. clear designations of authority ()
- c. good relations with employers ()
- d. individual freedom of action in serving an applicant ()
- e. good office facilities ()
- f. open lines of communication with employers ()
- g. immediate processing of new applicants ()
- h. clear lines of communication within the office ()

PROGRAM INVENTORY ANALYSIS: SESSION IV

ANALYSIS OF PART A (N=14)

<u>Item</u>	<u>Response</u>	<u>Mean Before</u>	<u>Mean After</u>	<u>Rank Before</u>	<u>Rank After</u>	<u>Rank Change</u>
I	a	3.07	3.42	3	3	0
	b	6.00	5.42	6	5	-1
	c	4.71	6.28	5	8	+3 ¹
	d	6.00	5.72	7	6	-1
	e	6.07	5.79	8	7	-1
	f	1.42	1.14	1	1	0
	g	4.50	5.28	4	4	0
	h	2.57	2.92	2	2	0
II	a	4.28	6.14	5	7	+2 ²
	b	3.07	3.57	3	3	0
	c	6.29	7.29	8	8	0
	d	2.78	2.92	2	2	0
	e	6.28	5.85	7	6	-1
	f	2.00	1.85	1	1	0
	g	4.14	3.64	6	4	0
	h	4.42	4.71	4	5	-1
III	a	5.00	6.35	7	7	0 ³
	b	3.85	4.14	3	3	0
	c	3.85	4.21	4	4	0
	d	4.78	4.71	6	6	0
	e	4.21	4.71	5	5	0
	f	6.57	6.50	8	8	0
	g	3.57	3.92	2	2	0
	h	3.28	1.92	1	1	0

¹t = 2.53; df = 13; p < .05

²t = 3.18; df = 13; p < .01

³t = 2.37; df = 13; p < .05

<u>Item</u>	<u>Response</u>	<u>Mean Before</u>	<u>Mean After</u>	<u>Rank Before</u>	<u>Rank After</u>	<u>Rank Change</u>
IV	a	2.71	4.30	1	4	+3 ¹
	b	5.14	4.92	6	6	0
	c	2.78	2.50	2	1	-1
	d	5.07	4.50	5	5	0
	e	5.35	6.79	7	8	+1 ²
	f	3.71	3.36	3	2	-1
	g	6.21	6.50	8	7	-1
	h	4.50	3.42	4	3	-1
V	a	4.71	5.07	4	6	+2
	b	2.85	2.42	1	1	0
	c	4.71	5.57	5	7	+2
	d	6.35	4.92	8	5	-3 ³
	e	4.86	3.50	6	2	-4
	f	5.78	6.22	7	8	+1
	g	3.57	3.85	3	3	0
	h	3.14	4.62	2	4	+2 ⁵
VI	a	3.00	3.64	2	3	+1
	b	3.42	4.00	3	6	+3
	c	6.14	4.71	8	4	-4
	d	5.50	6.21	5	7	+2
	e	1.64	1.85	1	1	0
	f	6.07	4.71	7	5	-2
	g	4.14	3.21	4	2	-2
	h	6.07	6.57	6	8	+2

¹t = 3.39; df = 13; p < .01

²t = 3.47; df = 13; p < .01

³t = 2.19; df = 13; p < .05

⁴t = 2.10; df = 13; p < .05

⁵t = 2.38; df = 13; p < .05

PART B

DIRECTIONS

Part B consists of 40 statements dealing with particular aspects of interpersonal relations. Please read and check each statement. If you agree with the statement mark it True, or if you disagree, mark it False. In cases of uncertainty or doubt please mark the response which best indicates your judgement of the statement.

1. The ability to work efficiently with applicants and employers can be gained only through experience.

True () False ()

2. First impressions are always the most lasting and decisive when an applicant comes to an E.S. office.

True () False ()

3. I sometimes enjoy doing things just to see what effect they will have on others.

True () False ()

4. Good adjustment and emotional maturity are necessary traits for E.S. Interviewers and Receptionists.

True () False ()

5. Favorable relations between employers and E.S. employees are best developed by giving the employer just what he wants.

True () False ()

6. I often feel angry at fellow workers when they fail to accomplish a simple task.

True () False ()

7. It is very difficult or impossible to work with certain applicants due to gross personality differences.

True () False ()

8. Attempting to persuade an employer to create an opening for an applicant is definitely going too far.

True () False ()

9. I like to participate in groups in which the members have warm and friendly feelings toward one another.

True () False ()

10. If going out of the office to meet applicants and employers works well for an E.S. employee, then he should not be prohibited from doing so.
- True () False ()
11. Effective interpersonal relations between E.S. personnel are boosted by informal exchanges and casual information swapping.
- True () False ()
12. I like to analyze my own feelings and motives.
- True () False ()
13. A major reason for unsuccessful attempts to place applicants is a misunderstanding of their needs and problems.
- True () False ()
14. Being creative and trying out new ideas should be part of an E.S. employee's overall job.
- True () False ()
15. I would rather judge people by why they do something - not by what they actually do.
- True () False ()
16. Receptionists can often provide new applicants with all of the information needed to meet their problems.
- True () False ()
17. The best way to speed up operations in many E.S. offices would be to eliminate a good deal of the red tape.
- True () False ()
18. Applicants who are unsure of what kind of work they want should always be referred for counseling.
- True () False ()
19. I sometimes feel that certain kinds of people are willing but unable to work.
- True () False ()
20. Regardless of position, an E.S. employee should be willing to take risks.
- True () False ()

21. When contacting an employer about possible job openings the most important thing to keep in mind is the employer's expectations.
- True () False ()
22. Success or failure in placing an applicant is strongly influenced by unknown attitudes of the E.S. employee towards the applicant.
- True () False ()
23. In any E.S. office, clear and strict designations of responsibility are essential.
- True () False ()
24. Placement Technicians should always maintain tolerance for an employer's strict regulations for hiring applicants.
- True () False ()
25. In handling an interpersonal problem, I prefer to work out my own solution(s).
- True () False ()
26. In contrast to employees of private agencies, E.S. personnel need not strive to make a favorable impression on applicants.
- True () False ()
27. I enjoy expressing my inner most feelings to others.
- True () False ()
28. Regardless of the situation an E.S. employee should always be practical and realistic.
- True () False ()
29. I do not hesitate to ask questions of fellow employees when I am unsure of something.
- True () False ()
30. The first thing an applicant should be told is what he can and what he cannot expect from the Employment Service.
- True () False ()
31. Strict organization and clear assignment(s) of tasks to be done is the only way to successfully run an office.
- True () False ()

32. An important orientation towards an applicant by E.S. Counselors should be to improve the applicant's feeling of self-worth.

True () False ()

33. Much of an E.S. employee's job satisfaction comes from the experience of helping applicants.

True () False ()

34. The tendency for certain E.S. personnel to shirk responsibility irritates me considerably.

True () False ()

35. Sometimes the only way to really help an applicant or an employer is to disregard certain E.S. rules and regulations.

True () False ()

36. I usually express my feelings to others.

True () False ()

37. A favorable attitude can be established toward the E.S. by processing applicants as rapidly as possible.

True () False ()

38. I am interested in knowing how I affect other people in daily contacts.

True () False ()

39. I sometimes question the real value of referring applicants from one E.S. employee to another in the same office.

True () False ()

40. The most important attributes of an E.S. employee should be empathy, sympathy, and understanding for applicants and colleagues.

True () False ()

PROGRAM INVENTORY ANALYSIS: SESSION IV

ANALYSIS OF PART B (N=14)

1. Before: True <u>6</u> False <u>8</u>	10. Before: True <u>14</u> False <u>0</u>
After: True <u>8</u> False <u>6</u>	After: True <u>14</u> False <u>0</u>
2. Before: True <u>8</u> False <u>6</u>	11. Before: True <u>14</u> False <u>0</u>
After: True <u>4</u> False <u>10</u>	After: True <u>14</u> False <u>0</u>
3. Before: True <u>8</u> False <u>6</u>	12. Before: True <u>14</u> False <u>0</u>
After: True <u>11</u> False <u>3</u>	After: True <u>14</u> False <u>0</u>
4. Before: True <u>14</u> False <u>0</u>	13. Before: True <u>6</u> False <u>8</u>
After: True <u>13</u> False <u>1</u>	After: True <u>12</u> False <u>2</u>
5. Before: True <u>6</u> False <u>8</u>	14. Before: True <u>12</u> False <u>2</u>
After: True <u>5</u> False <u>9</u>	After: True <u>13</u> False <u>1</u>
6. Before: True <u>9</u> False <u>5</u>	15. Before: True <u>11</u> False <u>3</u>
After: True <u>11</u> False <u>3</u>	After: True <u>11</u> False <u>3</u>
7. Before: True <u>10</u> False <u>4</u>	16. Before: True <u>7</u> False <u>7</u>
After: True <u>7</u> False <u>7</u>	After: True <u>7</u> False <u>7</u>
8. Before: True <u>0</u> False <u>14</u>	17. Before: True <u>10</u> False <u>4</u>
After: True <u>1</u> False <u>13</u>	After: True <u>12</u> False <u>2</u>
9. Before: True <u>14</u> False <u>0</u>	18. Before: True <u>7</u> False <u>7</u>
After: True <u>14</u> False <u>0</u>	After: True <u>3</u> False <u>11</u>

19. Before: True 12 False 2
 After: True 14 False 0

20. Before: True 12 False 2
 After: True 13 False 1

21. Before: True 11 False 3
 After: True 9 False 5

22. Before: True 9 False 5
 After: True 12 False 2

23. Before: True 11 False 3
 After: True 14 False 0

24. Before: True 7 False 7
 After: True 7 False 7

25. Before: True 7 False 7
 After: True 8 False 6

26. Before: True 0 False 14
 After: True 0 False 14

27. Before: True 3 False 11
 After: True 4 False 10

28. Before: True 10 False 4
 After: True 7 False 7

29. Before: True 13 False 1
 After: True 14 False 0

30. Before: True 8 False 6
 After: True 8 False 6

31. Before: True 7 False 7
 After: True 6 False 8

32. Before: True 13 False 1
 After: True 14 False 0

33. Before: True 14 False 0
 After: True 14 False 0

34. Before: True 13 False 1
 After: True 11 False 3

35. Before: True 9 False 5
 After: True 8 False 6

36. Before: True 10 False 4
 After: True 7 False 7

37. Before: True 9 False 5
 After: True 6 False 8

38. Before: True 14 False 0
 After: True 13 False 1

39. Before: True 7 False 7
After: True 5 False 9

40. Before: True 13 False 1
After: True 14 False 0

As the Analysis Summary for Part A indicates, participants' responses in both administrations stressed higher than average agreement with the development of sincerity and acceptance of others, and acquiring better listening ability as ways of learning better communication methods, and, conversely, deemphasized classroom lectures and role playing techniques. While neither role playing nor lecture methods were employed in the training, it is justified to assume that the program emphasis on human relations and interpersonal communication served to strengthen or further reinforce participants' opinions regarding the importance of sincerity, acceptance, and listening ability in improving ones communication skills. While rank decreases of one were observed in both of these above alternatives, from Before to After Inventory administrations, overall position or importance did not change.

Minor decreases were observed in participants' opinion rankings of the applicant's occupational history and the applicant's view of himself as factors influencing Employment Service employees' initial attitude toward applicants. The importance of dress and physical appearance increased significantly between pre- and post-administrations, and was second only to the applicant's attitude as influencing factors. This two rank increase in apparent agreement in the importance of dress and physical appearance may be accounted for in at least three ways. The most straight-forward explanation is that participants may have simply attached more importance to the way an applicant appears to them on first contact than they did initially. The importance of appearance and dress emphasized by various Project Consultants during "Participant-Consultant Dialogues", may, on the other hand, be the main factor reflected in the above change. Finally, it is not implausible to assume that certain participants' intensive examination of their personal

feeling and attitudes toward others during Group Process sessions may have revealed to them that their initial attitudes and first impressions of other people, specifically applicants, were more greatly influenced by physical appearance than they had previously realized.

Identical opinion ranks were assigned by participants in both administrations to the eight response alternatives to item three which dealt with various factors leading to faulty or ineffective communication between Employment Service personnel. Not knowing what should be communicated; peoples' failure to listen and unclear designations of authority received opinion ranks of highest agreement as contributing factors to such ineffective communication. Although the opinion rank was not altered, item III-a was ranked higher by significantly more respondents in the post administration than initially as is indicated by a mean rank difference of +1.35. Of special interest is the fact that lowest opinion agreement was consistently observed in alternatives b, g, and h of item III, the three alternatives which contained less useful information about interpersonal relations or human communication than the other five, and appear to be shallow or "pat responses". The implications of these three opinion responses: b: most faulty communication is caused by one careless person; g: work overload causes faulty communication, and h: faulty communication is built into the Employment Service System, were rejected by most participants who saw interpersonal problems as being caused by interpersonal factors.

Objective interpretation of the above response patterns is not warranted by the equivocal nature of the data. Chance alone could account for the same ranking being made twice in all alternatives but III-a. Hence any interpretation of the correspondence between pre- and post-Inventory ranks is severely limited.

Responses to item IV further indicates the tendency for participants to assign higher ranks to those alternatives describing an interpersonal factor, cause or partial explanation of the central issue. Item IV, in this respect, dealt with various causes of misunderstanding between employers and the Employment Service. Lowest ranked agreements were observed for the three least meaningful alternatives. Opinion ranks of one, two, and three were respectively assigned to three alternatives, which by implication, would attribute Employment Service/employer misunderstanding to something done wrong by the applicant, a communication breakdown in the Employment Service Bureaucracy, or the imposition of special programs such as H.R.D. or W.I.N. On the other hand, participants' opinion ranks indicated their agreement with failure of employer to specify what he wants; mutual neglect of vital information, and employers' unrealistic expectations as probably factors producing the above misunderstanding.

Significant increases between pre- and post-administration administrations were observed in respondents' rankings of the lack of cooperation between Employment Service personnel and the employer's lack of specificity in his requests. The latter alternative displayed a three rank increase, the former increased only by one rank. Apparently participants either were not initially cognizant of any deficit in cooperation within their office and/or in other offices, or did not perceive any such lack of cooperation as being detrimental to Employment Service/employer relations or understanding. The significant three rank increment observed in participants' post administration responses could very likely be a function of certain individuals' acceptance of the proposition that communication is mutual, and that

its associated outgrowths, such as insight, clarification or misunderstanding, must be viewed as a mutual product of interaction. This proposition was dealt with not only in Group Process sessions, but in Dialogue exchanges throughout the program.

Item V was concerned with respondents' opinions regarding the reason(s) for certain applicants' experience of disappointment when seeking help from the Employment Service. Marked variation in participants' ranked opinion responses was observed in six of the eight alternatives between pre- and post-Program Inventory administrations. Inspection of the Analysis Summary for item V, Part A, indicates that significant changes decreased the first and third highest ranked alternatives in the pre-session sample to respective ranks of five and two in the post-sample. Also, a significant two-rank increase was observed in the last alternative. Significant decreases were noted in participants' opinion rankings of the barrier of qualification deficiencies for desired jobs and the applicants' lack of real desire to work, while increased agreement was observed for applicants' lack of vital information; impersonal treatment of applicants by Employment Service personnel; and the lack of cooperation between various Employment Service personnel as explanations for applicants' disappointing experiences.

The nature of the above changes seems to denote a more critical assessment of the actions and attitudes of trainees as well as those of their colleagues as possible causes of applicants experiencing disappointment in attempts to use the Employment Service. And the most significant change was one away from blaming the applicant in terms of his qualifications or his desire to work. While it is difficult to attribute these changes to specific aspects of the program, it may

be that participants' critical examination of themselves and their organizations indicated to them that unsuccessful attempts to serve applicants were in part due to incomplete understanding of what the applicant in fact needs and the impersonal treatment given to applicants, along with the applicant's lack of prerequisite information necessary for him to be adequately served.

While no significant rank changes were observed in item VI, regarding necessary factors for effective office operations, the variation in ranks between administrations is worth noting. It is apparent that participants' opinions changed in regard to the importance of good employer relations and open lines of communication with employers in contrast to clear lines of communication with others in the office and individual freedom in serving applicants during the twelve day training program. Office facilities, knowledge of what others in the office are doing, and rapid processing of new applicants were ranked as least necessary initially, and were not affected by the program.

The above post-session opinion ranks seem to indicate a greater flexibility of operation within designated lines of authority constitute participants' views of how effective operations are obtained.

Summary comparison of third and fourth session participants' ranked responses of alternatives in Part A shows that similar significant changes occurred in only three alternatives. In item II-a, both groups of participants ranked dress and physical appearance as being more important in the post sample than initially as influencing an Employment Service employees' attitude toward applicants. Similarly, greater importance was attached to peoples' failure to listen to others as producing faulty or ineffective communication between Employment Service personnel

in item I-1-a. And finally, in item V-e significant rank decreases were observed in the explanatory value of applicants' lack of real desire to work regarding Employment Service applicants' experiencing disappointment.

Comparison of respondents' pre- and post-session answers to Part B revealed only eight noteworthy changes out of the forty-item section. A copy of Part B is included in the Analysis Summary above; none of the 40 items were found to indicate 66.7% variation between pre- and post- administrations. In effect the evaluative utility of Part B was not discernably greater than had been noted in the previous training session. Trainees' responses to such "true-false" items served as a reliability check for their responses in Part A.

In item two respondents assigned considerably less importance to first impressions of applicants entering the office in the post-administration than initially. While this does not contradict item III in Part A, it is obvious that participants were opinionated regarding various factors, such as dress and appearance, attitude, and occupational background which by implication were viewed as influencing Employment Service employers' attitudes of applicants.

While not a refined indicant of flexibility, item three showed significantly greater agreement in the post-session sample. Doing things to see what effect they have on others, in this respect, may be considered a healthy indication of increased creativity and/or flexibility in one's job.

Pre to post sample variation in items seven, thirteen, and eighteen relate directly to similar changes in Part A. Considerably less agreement by participants

was indicated in the post-administration regarding the inability to work with certain applicants due to gross personality differences as well as the practice of referring applicants for counseling when they are unsure of what kind of work they want. Also, a significant number of participants indicated increased agreement that misunderstanding of applicants' needs and problems constitutes a major reason for unsuccessful placement attempts. The apparent trend reflected in these pre- to post-session changes indicates that greater efforts on the part of Employment Service personnel should be made to understand the applicant's needs and to follow through with them despite their lack of explicit information regarding desired jobs, and to overcome their seeming inability to work with certain "unattractive" clients. Rapid processing of applicants as a technique for promoting favorable applicant attitude toward the Employment Service was not expected to show its observed increase in item twenty-two. Immediate processing of applicants was observed to receive low ranks in both administrations of Part A and was also found to be of little importance to participants in various program activities.

Finally, participants indicated in item twenty-eight that their opinions of the importance of being practical and realistic in any situation had decreased in tenacity. Only four individuals still maintained that being practical and realistic was always necessary.

Part C was a straight-forward attempt to assess any changes during the program both in participants' specific dislikes about the Employment Service and in those aspects of the Employment Service which they would most like to change. Responses were content analyzed and assigned to appropriate emergent categories

for both pre- and post-session measures. Failure of these categorical composites to render the kind or quality of comparative meaning desired resulted in their replacement by participants' original responses. This data is presented below, paired by individuals' pre- and post-session responses.

1. The change I would most like to make in the Employment Service is

Pre-session Response

Easing of unnecessary controls and regulations of thought and action in the local offices as imposed by administrative personnel.

More privacy for counselors in interviewing.

Elimination of overlapping programs.

To cut out separations or differentiations as far as distinct classifications of jobs--somehow to do away with hierarchy. To work in teams to get a job for each applicant as he comes in. All analysis, classification of his needs for employability, then some direct method of approaching the problem.

Differentiate employability from placement functions. Separate the two services physically and operationally, although there would have to be communication and cooperation between them.

Post-session Response

More effective service to both applicants and employers--quantity and quality, keeping in mind that our primary objective is bringing together to the satisfaction of both--both employer and applicant.

After the past two weeks, all the office problems seem so insignificant. I still feel the need for more privacy in the physical arrangement of the office, both for interviewers and counselors.

Standard set of rules, regulations for all employment offices in all states.

Less rigidity for more individual service for particular needs.

Separation of two functions, Placement and Employability. This would involve administrative separation but coordination.

Some sort of program where we could advertise our services and reach a better type of applicant.

More people are needed to provide service to the disadvantaged.

More space, that is more square feet for interviewer.

Being in the numbers game.

To be concerned with applicants and how to better help them.

Cut out unrealistic programs in areas they do not fit. Set up effective apprenticeship and in job training programs, supervised by people who can get the job done.

An arrangement to prevent overloading of staff; believe this would make better relations between employees within the office.

Return to a more direct use of personnel in placement and unemployment insurance programs.

A better public image--more good publicity.

Increase the staff. More communication with local manager. Lack of freedom to go out of the office to discuss mutual clients with other agencies.

Federalize the Service for more effective use of man power - thus could be E.S. personnel as well as the national labor force.

Lack of communication.

Better intra-relations within office personnel.

Better communication.

A better communication between employees in the office. I think if better communications and designations of duties were taken care of most problems could be solved.

Cut red tape. Make all personnel cognizant of responsibility for their actions toward others.

A realization of just what we can and cannot do with subsequent planning for what we can do and eliminatinnn of "crash programs" to attempt to carry out those things we cannot do. Also realistic evaluations of what has been done rather than evaluation on the basis of what we had hoped to do but found we couldn't.

Clearly outline responsibilities of personnel and permit greater freedom to local office personnel in carrying out their duties and responsibilities.

2. The thing I dislike most about the Employment Service is

Pre-session Response

The inability to serve the majority of applicants with true effectiveness.

Too much bureaucratic red tape, forms, and evaluations.

Too many inter-office communications.

The dirty infighting because of built in competition setup--the way we get our pay based on statistics.

The bureaucracy, lack of communication, inefficiency, poor public image--all relating to an inefficient operation.

The special programs (and many) we must participate in rather than "finding the best possible job for the applicant and finding the best applicant for the job".

Post-session Response

Poor quality of service to so many applicants seeking aid. Lack of time and staff.

Too much emphasis upon statistics and quantity instead of quality. Lack of sincere desire to help others by some E.S. personnel.

The inability to get an answer from my supervisor on questions that come up.

Disinterest in applicant by individuals who do not believe in giving service.

Lack of communication and teamwork. Poor public image. Inefficient operations.

The inability to get a better public image--more good publicity.

E.S. needs to have flexible people in the smaller offices. Those who have difficulty in making the adjustment should be transferred to larger E.S. offices where the job duties are more specific.

One big loud mouth.

Being subjected to accounting for why I do or do not do or accomplish certain things.

The big concern in lots of statistics.

Unrealistic programs in areas they do not fit.

The way employees have to carry an overload preventing them from giving the best service to the employer and the applicant.

Constant addition of new programs at the expense of placement.

Communication--the lack of it--from the upper echelon or to the people who are going to have to do the job.

In comparing participants' pre and post responses to the first item, it may be noted that gross variation in desired changes simply did not occur. The

When interviewers are assigned duties both in the employability and placement divisions, some can't seem to make the adjustment.

Routine work, application taking and clerical work. My dislikes are really insignificant or minute.

Lack of communication.

The red tape and orders that come down from the top with no explanation of why.

Better communication.

Some employees are overloaded, others do not have enough assignments and communication's poor.

Retention of personnel who are indifferent or lacking any interest in working with others.

Restrictions imposed on local office managerial and technical staff to make decisions affecting day-to-day operations independently of state office supervision.

most obvious change noted in these responses is their convergence from an initially scattered array of issues to a more homogeneous set of answers. For example, stated desired changes such as elimination of crash programs; fewer rules and regulations; prevention of work overload; and realistic evaluations of Employment Service programs were observed only in the pre-administration sample. Post-session responses, while shorter in actual length from previous statements, appeared to be more concise in reference. Increasing the quality and amount of communication between Employment Service personnel, including managers, and more efficient office organization procedures to increase the effectiveness of service were the two major desired changes which accounted for better than half of participants' post program responses. Three responses were observed to change in wording only between administrations. These three responses indicated that greater emphasis on increasing effective service to applicants, including disadvantaged applicants, was the specific change that the three participants would most want to make. Two of the three initial responses regarding elimination of overly repetitive or superfluous actions were retained in the post administration sample although the latter responses referred more to the desire to develop a standardized set of rules than to eliminating actions. Suggested federalization of the Employment Service was the only "new" desired change occurring in the post sample which had been previously lacking.

With the exception of federalizing the Employment Service, each of the suggested changes included in the post sample had been examined by participants in workshops, and "Dialogues" as well as informally during the training program. As mentioned earlier, content change in the above statements cannot be attributed to the program. Program-produced change, however, seems to be reflected

in the observed increase of participant agreement regarding desired changes in the post-session administration.

Participants' greatest dislikes about the Employment Service were observed to be more resistant to variation in content and form between pre and post-session administrations. Although two stated dislikes regarding special programs were observed only in the pre-session sample, and two references to the lack of an adequate public image for the Employment Service were found only in the post-session responses, the vast majority of stated dislikes remained the same in both administrations. Summarily, these unchanging dislikes were stated to be:

Poor quality of service

Too much emphasis on paperwork and statistics

Lack of adequate communication within the office

Lack of individual job freedom

and,

Inflexible Employment Service personnel

It is apparent that program-produced change in these areas of dislikes is minimal or nonexistent. This comes as no surprise, since the training program was defined as a developmental testing ground for new ideas and suggestions - not as a plan for specific criticism of the Employment Service. Each statement recorded in item two reflects issues which were discussed during the program, but in such a way as to overcome obstacles or develop possible new solutions to existing problems faced by Employment Service personnel.

Conclusions

Data obtained in pre- and post-administrations of the Program Inventory indicates that, in general, trainees' attitudes toward problematic issues of communication and interpersonal relations in the Employment Service context tended to be in directions similar to those underpinning the training design of the Missouri Valley Staff Development Project. In contrast to similar data, obtained from trainees in the third program, participants in the fourth session were less inclined to indicate quantitative differences in attitudes between the Before and After administrations of the Inventory measure.

Although fewer quantitative changes between administrations were noted in the fourth program than in the previous program, general similarity was observed between trainees in both groups in terms of the overall opinion response pattern in Part A. This intergroup similarity is of particular interest in the comparison of Programs III and IV. With the exception of Group Process and the Model Employment Service Office construction the content and training activities of the fourth program were planned and implemented by the trainees, while such activities were preplanned in most instances, by the Project Staff. A reasonable hypothesis, on the basis of this observed similarity, is that preparatory structuring of the program content and activities may be unnecessary. Trainees' abilities to actively plan and implement their own training experiences may be stifled by a prearranged, structured training design.

Follow-Up Evaluation

Procedures for assessing the effects of the training experience on trainees following their return to the Employment Office situation were implemented subsequent to the completion of Phase II. One exception to this arrangement was the use of a Follow-Up Program Evaluation questionnaire which was mailed to participants approximately one month following their return from each of the respective four training programs. This questionnaire was designed prior to Phase II but was considered to be part of the overall follow-up evaluation component. All other post training assessment data was obtained by locational and telephone interviews with individual trainees and their respective supervisors. Trainee interviews were focused upon the quality of their relationships with colleagues, applicants and employers, as well as on their evaluations of the content and quality of the respective four training programs. Supervisor interviews were directed at obtaining data regarding observed changes in trainees' working relationships with colleagues, applicants and employers, and changes in their job performance, efficiency and effectiveness. In each of these cases the emphasis was upon changes which had been noticed after trainees had returned from the training programs.

Follow-Up Program Evaluations

Approximately one month following the conclusion of each training program respective trainees were sent a Follow-Up Program Evaluation questionnaire.⁴⁰ Included with the mailed questionnaire was a stamped, self-addressed return envelope for trainees' convenience. The four page form contained sixteen open-

⁴⁰ A copy of the Follow-Up Program Evaluation questionnaire is contained in Appendix XXIV.

ended items designed to gain data regarding the nature of colleague's inquiries and reactions to participants regarding the content and organization of the program; participants' presentation(s) of new ideas to supervisory-managerial personnel, colleagues, and other participants; changes in relationships with Employment Service staff members, employers, and applicants; changes in trainees' perceptions of home office operations; feelings as to the most valuable portion of the program; thoughts regarding Group Process; changes in duties or the performance of duties as a result of the program; suggestions for future programs; and general comments.

Despite a generally slow rate of return a total of 51 questionnaires were obtained by return mail over a six month period.

Participants' written responses to the sixteen items were grouped within each item and across all items for all programs. Attempted categorization of respondents' statements with respect to content and specificity failed to produce a useful arrangement of the data. Closer examination of participants' statements indicated that vague, general statements and marked lack of specificity predominated the data. Despite awareness of this deficit apparent in a few early returns of the questionnaire, it was decided not to make alterations in the instrument at that point, so as not to affect the comparability of data between and within training session groups. Rather than discounting the entire data sample, four items (3, 9, 11, and 12) displaying sufficient specificity for presentation were retained. In item 3, 30 of the 51 participants indicated that they had presented certain ideas gained from the program to members of their managerial staff. Ideas centered around emphasis on improving service to applicants; staff expansion and increased mobility; introduction of a consultant program; and improving

the effectiveness of communication within the Employment Service. Other responses were of a general nature. Five participants stated that their respective managers reacted favorably to the above ideas, while three displayed disapproval and nine were apparently neutral. The remaining 13 respondents failed to indicate how their managers reacted to their ideas.

Twenty-three participants, responding to item 9, indicated that subsequent to their return from the various programs their understanding of applicants' needs had increased, and 3 respondents stated they had been more effective in dealing with applicants after returning from the training program. Twelve persons indicated no difference in their relationship with applicants.

Item 12 requested participants to state what they felt the most valuable portion of the program had been. Group Process and meeting other Employment Service personnel accounted for 30 of the 44 responses made to this item. The Model Agency was designated most valuable by only one person.

Twenty-three responses favored Group Process. It should be noted that 16 or 69.7% of these responses were observed in the second and fourth sessions. Here, third session participants' rating of Group Process was high, and thus apparently as long lasting as in the fourth session.

Responses similar to those obtained for item 12 were also obtained for item 13 which requested trainees' current feelings about Group Process. Thirty-seven respondents stated that Group Process had been valuable while five participants all from the first program felt that the activity was too short, disruptive, or

of no value. Light out of the fourteen participants felt that Group Process was valuable. This is in accordance with previous results of program evaluation used in that session.

Conclusion

Failure of the Follow-Up Program Evaluation questionnaire to elicit specific responses and adequate explanations severely reduced its utility. Sufficiently specific data was obtained in only four items. Trainees' comments indicated that some continuity of ideas had persisted between the training period and one month later in their home offices. Also, improved understanding of applicants' needs and increased effectiveness in relationships with applicants was indicated by participants. Such responses suggest relatively high success in accomplishing this Project objective.

Indications regarding the most valuable aspect of the program(s) centered on Group Process, meeting other Employment Service employees and the Model Agency. Specific explanations of these three response categories were lacking; although in most instances reference was made to increased understanding of others and improved working relationships with applicants.

Follow-Up Interviews

Assessment of the effects of training on participants' working relationships with colleagues, applicants and employers was achieved through follow-up interviews with individual participants and their respective supervisors. Interviews were conducted either personally in participants' home offices or by telephone, as determined by geographic proximity. Time allocations for both locational and

telephone interviews were prearranged by advance correspondence with individual office managers and participants. Cooperation was readily extended by managers in arranging for participants and their supervisors to be interviewed at times requested by the Project Staff. In some instances managers were themselves the participants' immediate supervisors, and gladly spent considerable time with the interviewers.

Three interview schedules were employed altogether in trainee and supervisor interviews. Two sets of multiple alternative interview forms were designed for trainee interviews, and an open-ended form was constructed for supervisor interviews.⁴¹ Several revisions in form and length were made in the first part of the participant interview instrument, which was focused on the effects of training on individuals' working social relationships. Neither the second part of the trainee interview - evaluation of program components and procedures - nor the supervisor interview underwent any revisions. Each of these three interview procedures are discussed separately below.

Trainee Interviews: Part One

Experimental use of straightforward questions concerning participants' self-observed changes in their relationships with colleagues, employers and applicants was discontinued after being found to elicit only vague, nonspecific answers in early pilot administrations. Even after the subsequent development and refinement of a 14-page structured instrument, containing the final 39 items, two major revisions in length were made on the basis of eight pilot administrations.

⁴¹ Copies of these interview items and schedules are contained in Appendices XXV, XXVII and XXIX.

Pilot Sample

Prior to the first pilot administrations, the 14-page interview schedule consisted of 106 items, including a revised 25-item program evaluation. Administration times of three or four hours were not uncommon before revisions were made. Following the fourth interview, 24 items were removed from the schedule. Fifty additional items were omitted from the interview schedule on the basis of participants' comments regarding their unclear meaning and doubtful applicability. The main criticism made of those items finally omitted was that they did not apply to the participants' job. Second, several participants indicated that certain items were overly repetitive. "I've already stated my position on that.", was a common, but helpful, remark made by participants. With the above item omissions made, the ninth pilot interview took less than 75 minutes.

During the first nine interviews attempts were made to combine informal question and discussion procedures with use of the schedule. Although this informal method did function well in interviewing certain individuals, it did not generate comparable data and hence was discarded.

Since the designated pilot sample consisted of only nine participants, omission of items suspected of eliciting a "pat response" or common answer was withheld until further data was available. Subsequent interviews, however, yielded continued evidence of this trend. Sixteen additional items were thus omitted from the interview schedule on the basis that existing data precluded their significant variation from the trend.

Procedures

Standard administration and recording procedures were maintained by staff interviewers in conducting both locational and telephone interviews. Privacy was not always possible during locational interviews, although most managers were considerate in this matter providing use of an office or testing room.

Each interview was initiated by a short explanation regarding the purpose of follow-up evaluations. Participants were told that the interview was being used to assess the effects of the staff development training on Employment Service personnel's relationships with applicants, employers and colleagues. They were told of the contents of the interview schedule, and that their honest answers were desired so that the programs could be evaluated in terms of participants' undistorted answers to critical questions. Confidentiality was guaranteed in all instances.

During the interview participants were allowed to look at the form, but the interviewer did all of the recording up to the Program Evaluation. When participants indicated they were unsure of a particular item, the interviewer would ask the question again or inquire which response was to be made. Participant statements such as "doesn't apply to me", "I don't know", "I can't answer that one", were not unduly challenged. The meaning of particular items was only occasionally interpreted to participants. In both locational and telephone interviews, the item was read aloud once and followed by a question as to which alternative the participant chose.

Also, in each case, participants were asked if they would have responded differ-

ently before training than at this time. Tally was kept on those "pre" responses along with current answers. Subsequent analysis of these response pairs indicated very little or no change in response.

Data obtained from the Follow-Up Interview forms was categorized by interview item, across each training session, and for the four sessions combined. Total responses to each item were then separated into a positive/negative dichotomy with regard to the attitudinal direction of movement indicated by the participants.⁴²

Examination of item response trends by individual training session and across all four sessions indicates a general inter-group similarity for 27 out of the total 39 items. On the basis of this tabular similarity, with regard to interview content, a composite profile suggest the following descriptive analysis.

First, regarding Employment Service applicants, all four groups are inclined, generally speaking, to describe themselves as being able to talk with applicants effectively, and as having no problems making applicants feel comfortable and at ease. They do not feel that some applicants are too offensive to work with, nor do they see their attitude as preventing them from doing their best with certain applicants. While it is their opinion that disadvantaged applicants should be given special attention, nevertheless, Employment Service office hours should not be changed for applicants' convenience (items 2, 4, 5, 6, 7, and 9).

⁴²Appendix XXVI contains the data obtained in the first part of the trainee interviews.

Second, as it applies to their relations with employers, the trainees indicate that they try to find ways to better serve an employer and try to take his problems into account. They attempt to understand local employers' resistance to lowering hiring requirements while, at the same time, they are able to justify to employers a need for lowering these requirements. They feel employers are honest with them and that visits should be made with employers when a problem arises (items 9, 15, 17, 18, 19, 20, 21).

Third, in relating with colleagues, the participants see their managers, colleagues, and themselves as an integral part of the Employment Service team and feel their colleagues receive personal job satisfaction. On the other hand, they consider themselves prevented from doing their best by bureaucratic rules, regulations, and red tape. While they characterize their relationship with the Employment Service manager as good, are satisfied with the consideration he gives to their ideas, and find the Employment Service supervisor to be non-threatening, they nevertheless feel the Employment Service needs to upgrade its supervisory and administrative personnel. Help and advice regarding on-the-job problems is solicited by them from persons in the office who hold higher as well as lower job titles than they do and these people also come to them for similar advice. Also, help on work overload between colleagues and themselves is judged to be reciprocal (items 23, 25, 25, 26, 27, 28, 30, 31, 32, 33, 34, 36, 37, 38, 39).

As mentioned previously, some between-group variations were also observed. Group I as opposed to II, III, and IV indicate having trouble understanding the problems of applicants with educational handicaps as well as trouble in giving

proper and adequate service to H.R.D. applicants (items 12, 13). Also, when job problems arise, they do not tend to seek advice of persons who hold the same job titles (item 35).

Group II as opposed to I, III, and IV are less inclined to take into account applicants' feelings and special needs, do not feel their supervisor has a practical understanding of their job, and are of the opinion that most training offered Employment Service is useless and a waste of time (items 10, 22, 29).

Groups II and IV as opposed to I and III do not tend to differentiate between applicants and disadvantaged applicants (item 8).

Group III as opposed to I, II, and IV do not feel that employers attempt to understand their efforts to encourage the lowering of hiring requirements (item 14).

Groups III and IV as opposed to I and II are strongly of the opinion that to increase the quality of service, the Employment Service should limit the number of applicants to be served (item 3). They are less inclined to see their work as being affected by the applicants' attitude (item 11).

Group IV as opposed to I, II, and III is of the attitude that service to applicants is not necessarily more important than service to employers (item 1).

Comparison with Opinionnaire Data

Despite differences in design and specific purposes, both the Opinionnaire and the first part of the Follow-Up Trainee Interview were concerned with determining Employment Service Counselors, Receptionists, and Placement Technicians attitudes in regard to their working duties and relationships with colleagues, applicants, and employers as well as the organization of the Employment Service.⁴³ Comparison of Opinionnaire and Interview data indicates several similarities and continuities in the attitudes of Employment Service personnel, holding the above three positions, in the training population and the overall population.

A consensus of respondents in all three positions was reached indicating that the needs of the applicants could be best met by operating as a team. Consensus of respondents was reached indicating that their division did operate as a team. Responses of project participants in the Follow-Up Interview indicate they and their colleagues operate as integral members of the Employment Service team. A less pronounced similarity exists between Opinionnaire responses indicating that paperwork should be done away with and Interview responses criticizing red tape and bureaucratic rules a preventative factors to doing one's best job.

Reciprocal help on work overload between colleagues and participants, indicated from the Follow-Up Interview data, cannot be fully supported as a general indication on the basis of the Opinionnaire data from the overall population. It should be noted that items 21 and 22 in the Opinionnaire which dealt with the amount of cooperation received from colleagues in meeting clients' needs were more specific in reference than the respective Interview items.

⁴³See Appendix V for a discussion of the goals and purposes of the Opinionnaire.

Data from both measures suggests that educationally handicapped and/or skill-deficient applicants are the hardest client groupings to serve effectively. The importance of the applicants' attitudes in attempts to provide effective service is also a noted general similarity between Opinionnaire and Interview data results. And, a mutual inclination to establish better working employer relations through closer cooperation with employers by the Employment Service and by "public relations" is indicated by data from the Opinionnaire and the Follow-Up Interview.

Conclusions

Noted similarities and continuities between data obtained from the first part of the Follow-Up Trainee Interview and Opinionnaire data obtained from Employment Service Counselors, Receptionists, and Placement Technicians in the six states of Region VII suggest that certain of the attitudes and feelings of Employment Service personnel ascertained by the Opinionnaire tend to undergo very little variation. These apparently reliable attitudes center around a common inclination for individuals to see themselves and their colleagues as integral members of a team whose jobs are hindered by bureaucratic red tape, regulations and paper work, but who are able to help each other to varying extents in providing service to applicants. Applicants possessing little education or few skills seem to be the most difficult group to serve for this population, and most respondents in both data analysis groups perceive a need for improving the quality of employer relations through extended cooperation and public relations effort.

The fact that the above two measures were designed differently and did not emphasize the same areas throughout limits the amount of objective and meaningful comparison possible.

In regard to the main goals and purposes of the Missouri Valley Staff Development Project; the trends in trainees responses to Part One of the Follow-Up Interview appear to be positive and to represent a greater range of understanding and flexibility than might be expected of Employment Service personnel in general.

Conclusions regarding the overall effects of staff development training on participants seem premature until adequate attention is given to the data gained from interview with trainees' supervisors.

Trainee Interviews: Part Two

The last 25 items in the interview form dealt exclusively with participants' evaluative attitudes toward various aspects of the training experience common to all four programs.⁴⁴ Each item contained five possible response choices. These were: strongly agree, slightly agree, uncertain, slightly disagree, and strongly disagree. Respondents were requested to make one and only one alternative choice for each item. Combined response frequencies in each of the five choices for all 25 items were separated by respondents into the four respective training groups for inter-program comparison.

Similarities and differences between the four training groups lent themselves to composite summarization. Greatest similarity was observed between Groups II and IV, and the majority of differences were found between Groups I and IV. Similarities and differences between both Groups I and IV as well as II and III tended to balance. General similarity was noted in six items across all four training groups. These inter-group comparisons in relation to composite frequencies of all four groups indicates the following descriptive summary.

First, as concerns the mixture of Employment Service personnel from three different classifications in the training programs, all four groups indicated they liked the idea of having such a position-mixture, and further indicated that information exchanges were facilitated by the varied participant composition. While Groups II and IV expressed only minor agreement that special

⁴⁴See Appendix XXVII for a copy of this part of the interview, and Appendix XXVIII for the associated data analysis.

problems were caused by mixing classifications of Employment Service personnel in the programs, Groups I and III were considerably more inclined to attribute such problems to the participant composition.

Second, most participants (76%) expressed slight to strong agreement regarding the inclusion of managers in future training groups. Disagreement or uncertain responses regarding this inclusion were observed in all four groups, with the majority of responses occurring in Groups III and IV opposed to Groups I and II.

Third, the vast majority of respondents (92%) felt that they should have been included as participants. All groups were furthermore inclined to indicate disagreement (46%), regarding the possibility of home-office colleagues gaining more from the training experience had they been included rather than the respondents. In this same item, Groups II and IV were noted to indicate proportionally stronger disagreement with the issue than Groups I and III.

Fourth, favorable evaluations of the "Consultant-Participant Dialogues" and moderately positive evaluations of Project Consultants were observed across the four training groups. Regarding the possibility of acquiring better consultants in item 8, it should be noted that 28% of the 48 respondents were uncertain.

Groups I, II and IV were of the opinion that the applicants used in the "Applicants' view of the Employment Service" Dialogue were not atypical. The fact that only one applicant consultant could be acquired in the third program partially accounts for the observed agreement expressed by Group III in this item. Also, similarity

was found in respondents' 89% expressed agreement regarding the "Model Employment Service Agency" session.

Groups I and III were for the most part inclined to agree that more emphasis should have been placed on how to use the information gained from the training experience. Group II generally indicated slight disagreement with the necessity of such emphasis, and Group IV was nearly equivocal in their attitudes on this item. Group II and IV indicated 60% and 82% respective disagreement regarding the need for a great deal of improvement in the program. Groups I and II, however responded equivocally to item 12.

Fifth, in reference to the performance of the Project Staff and the Group Process consultants, participants across all four training groups, in most cases, felt that the Project Staff functioned very well and had an adequate idea of what they were trying to accomplish. Agreement and disagreement were again balanced in Group III regarding whether the staff should have participated to a greater extent in the overall program. Groups I, II, and IV made up 82% of the 29 observed responses indicating adequate and satisfactory staff involvement in the programs. Groups II, III, and IV were of the opinion that the Group Process consultants performed their jobs adequately; and increased participation in the overall program by either of the two consultants was not seen as necessary by participants across the four groups. Five of the nine individuals in Group I did not see the Group Process consultant as performing his job adequately (items 13, 14, 15, 16, and 17).

Sixth, 70% of all participants agreed that the weekend sessions held at the

Sheraton-Elms were of value and that a change in location during a training program is enhancing to the endeavor. However, they equally opposed scheduling of any weekend activity in addition to Group Process.

Finally, Groups I, II, and IV felt that the time allotted for Group Process sessions was about right, while Group III equally agreed and disagreed on this point. Most respondents (87%) in all training groups felt positively toward Group Process as a Program component, and indicated that the experience had something to offer them. The same proportion of respondents as in the preceding item were of the viewpoint that Group Process had something to offer their fellow participants and their home office colleagues.

Conclusions

The salient trends in the above data are summarized below in a categorical breakdown of the main training components.

Participant-Consultant Dialogue Sessions

Trainees' evaluation of the content, organization and utility of the afternoon Dialogues with Project Consultants in all four groups were generally favorable. Specifically, while 87% of the trainees felt positively toward the sessions, 26% (11 out of 42) of the respondents indicated slight agreement regarding the acquisition of better consultants. The only definite case in which a specific consultant group was open to criticism in this form was item 9. In this item, 48% of the trainees felt that the applicant(s)-consultant(s) tended to be atypical. Inspection of the groups in item 9 shows the greatest number (9 out of 15) of deter-

mining responses were made by trainees from the third session, in which only one applicant could be acquired.

In item 10, 40 out of 45 trainees (89%) felt that the Model Agency Dialogue was a useful endeavor, although 55% of these respondents indicated that more emphasis should have been directed towards utilization of information gained in the session.

Again, the above evaluation pattern does not appear dissimilar to a composite summary of trainees' evaluation of individual training sessions. Follow-up evaluation could have been predicted on the basis of existing Post-Session and Final Evaluation data.

Weekend Session

Maintaining Group Process sessions over the weekend and changing location for the weekend sessions were felt to be "good ideas" by thirty out of forty-four (70%) and thirty-five out of forty-five (80%) trainees respectively. By the same means, twenty-eight trainees out of forty-five responding to Interview item 19 were strongly opposed to the possible inclusion of additional weekend training activities.

In contrast to the above tendency to evaluate the weekend in positive language, several participants in training programs II, III and IV expressed their opposition to the plan of changing location for the two days. Further elaborations were not made.

Trainee Position Mixture: Composition

Trainees' feelings and attitudes toward the mixture of Employment Service personnel from different job classifications in the four programs was of particular interest. This "position-mixture" was designed as the programmatic basis for learning and understanding many trainees from different positions and different states. Data from items 1, 2, and 3 indicates that trainees found the varied mixture worthwhile and valuable as an opportunity for learning more about each others duties, responsibilities and problems.

The above favorable assessment of the effectiveness of using mixed training groups appears to need no further substantiation at this time.

Group Process

Respondents' follow-up evaluations of Group Process were not dissimilar to their individual and overall assessments obtained previously during the four training programs. Proportionately, respondents in the first training group gave low evaluations of Group Process which did not vary much from their initial program evaluations, whereas Groups II, III and IV tended to show a stronger movement towards favorable assessments of Group Process than had been anticipated.

In comparison with previous training program data, however, respondents' evaluations of Group Process in the above Interview (items 21-25) substantiates the tentative conclusion that Group Process was, in general, seen by most participants as the most valuable aspect of the training program. The only major exception to this evaluative trend is found among trainees in the first program whose unfavorable attitudes toward Group Process, as a group, tended to remain the same. As is re-

called from responses to the Final Program Evaluation of Program I, the main reasons given for negative evaluations of Group Process included: upsetting, harmful, hurt to self and others, and unrealistic.

Highly favorable evaluations of Group Process in the above interview data, and from individual program evaluations tend to override those unfavorable responses observed mainly in Program One. Group Process, as a training method for promoting more effective and meaningful communication and increasing participants' awareness and understanding of interpersonal relations, strongly appears to have accomplished its major objective.

Project Staff

Assessments made by trainees of Project Staff members indicate that participants were generally satisfied with staff functioning and felt the staff to be competent in carrying out their functions. The tone and quantity of these responses could have been predicted on the basis of individual program evaluation reports, hence, little or no variation was observed in these items relative to former information. Trainees' expressed need for greater staff involvement in the training program (22%, item 15) is also in line with data obtained during the four training programs. It would not be reasonable to assume on the basis of these responses to item 15 that trainees did not understand the position or role of the training staff.

General

In each evaluative area of the above section, there was an observed tendency for respondents in the fourth training group to give more favorable evaluations than the other three training groups. This perhaps speaks well for the success of semi-

structured approaches to training, but the reader is cautioned to refer to the data in Appendix XXVIII⁴⁵ for the individual distribution of response by program rather than taking the overall percentage as a representative descriptive statistic for all four.

Supervisor Interviews

Appendix XIX contains a copy of the item guide used in interviewing trainees' supervisors.⁴⁶ Open-ended questions were used in order to allow supervisors a broader range of freedom in their responses. This freedom, it was thought, would enhance the probability of obtaining a more diverse and meaningful set of evaluations. Furthermore, it was felt that supervisors would be able to add valuable information which could not otherwise be obtained by staff interviewers. Three principle factors were emphasized in the interviews:

Observed changes in trainees' interpersonal relations in the Employment Service office setting,

Observed changes in trainees' cooperation with others in Employment Service office setting,

and,

Changes in supervisors' relative ratings of trainees' performance, effectiveness and efficiency from before to after the training experience

Completed interviews were obtained from 34 supervisors. This number would have been greater had it not been impossible to reach several supervisors who had taken summer vacations or were otherwise out of the office at a critical time.

⁴⁵See Appendix XXVIII.

⁴⁶Appendix XXIX contains a copy of this Interview Guide.

Responses obtained in these 34 interviews were categorized in terms of their content and direction, and were grouped by items within each training session and across all four sessions. Examination of the data indicates a general similarity between supervisors' evaluations of trainees in all four training groups for the majority of cases in each evaluative item.⁴⁷ This observed similarity suggests the following descriptive summary.

Supervisors were nearly equally divided regarding changes in trainees' relationships with colleagues, employers, and applicants. Sixteen respondents indicated that they had noticed changes in trainee-colleague relationships, such as greater understanding of fellow employees' job duties, greater willingness to discuss matters with colleagues, and fewer criticisms of others. Such factors as increased understanding of employers' needs and problems, better carry-through in placements, and more favorable attitudes toward employers characterize supervisors' responses regarding changes in trainees' working relationships with employers. Trainees were also described as having better ideas of how to deal with applicants, improved judgment abilities and self confidence in serving applicants, and greater ability to communicate with applicants concerning their special needs and problems.

In the remaining 14 cases it was observed that supervisors indicated no change in any of the above four areas, but added that respective trainees had been very satisfactory in these relationships before training, thus making improvement difficult to attain. Also, five supervisors were unsure, or indicated they were unable

⁴⁷ Appendix XXX gives the categorical response frequencies for these five items.

to judge. Only ten supervisors suggested that noticable changes in their relationships with trainees had occurred. Improved understanding of supervisors' duties and problems and increased responsiveness and relaxation with supervisors account for most supervisors' comments regarding these changes in their relationships with trainees.

The stated direction and quality of the above changes suggests positive increases in trainees' social behaviors in the Employment Service office setting. In cases where no change was indicated respondents' statements suggested apparent satisfaction with the status quo.

More than 33% of those supervisors responding indicated that some change had been noticed in trainees' level of cooperation with colleagues and employers. Improved stability and greater understanding of colleagues' jobs accounts for observed changes in cooperation with colleagues. Most supervisors indicated changes such as increased understanding and appreciation of employers' problems and needs, and more favorable attitudes toward working with employers as effecting trainees' cooperation with various employers.

Thirteen out of thirty-three supervisors stated that changes in trainees' cooperation with applicants had been noticable in terms of greater interest in and patience with applicants and a more intense desire to help applicants.

Only seven supervisors were of the opinion that changes in cooperation between trainees and themselves (supervisors) had been noticable from before to after training. These seven individuals referred to trainees' improved understanding

of the kinds of tasks faced daily by supervisors, as well as increased self confidence in dealing with supervisory staff.

Again supervisors described the quality and direction of the above changes as being positive increases in trainees' behaviors. Uncertainty or reference to no observable change was expressed by 50% of the supervisors, and nonspecific positive responses were found to account for the remaining cases.

Examination of supervisors' responses to the fifth item suggests definite increases occurring in trainees' performance, effectiveness and efficiency from before to after the training experience. Increases in abilities to serve applicants, accomplish improved placement and make certain judgements and decisions regarding applicant service, as well as extended efforts across job activities exemplify supervisors' observations regarding increases in trainees' job performance.

Sixteen of the thirty-four supervisors noted little or no change in participants' job performance, but further added that previous performance levels had been satisfactory.

Fewer supervisors were inclined to indicate post-training changes in their ratings of trainees effectiveness on the job. Four out of the 13 respondents indicating changes in this item referred to significant increases in trainees' self confidence and judgement abilities. Nonspecific responses were observed in the remaining nine cases. Again, supervisors who indicated no change added that previous effectiveness had been satisfactory or above average.

Regarding observed post-training changes in trainees' efficiency, fifteen supervisors indicated increases in terms of work output. Various references were again noted concerning gains in trainees' abilities to make judgements. Two supervisors observed decreases in trainees' efficiency due to their added involvement in several other tasks or activities in addition to their own. No change in trainees' previous efficiency level was indicated by responses of 21 supervisors.

Comparison of the variations between supervisors' responses in the four training groups fails to produce any concrete trends or specific differences. Group II and III tend to account for the greatest frequencies of responses in certain items due to the larger number of supervisors in these two groups combined. Supervisors in Group II were somewhat more consistent in their responses than Groups I, III, and IV in indicating no changes in trainees' social behaviors in the office setting. In proportion to the number of supervisors in the other two groups, however, this fact is of little descriptive or interpretive value.

Conclusions

In summary, the main findings of these interviews are that supervisors see trainees as having gained increased knowledge of the tasks, problems, and responsibilities of their fellow employees, supervisors, and employers, and having a greater desire to serve applicants effectively. While pre-training cooperation between trainees and others was judged adequate or satisfactory by most supervisors, others felt that substantial increases were noticable after training. And 45% of the supervisors responding were of the opinion that trainees had shown increases in job performance, effectiveness and efficiency.

It is not possible to attribute all of the above changes to training, although it is of importance to note the correspondence between supervisors' observed changes and the goals and purposes of the Project.

To the extent that the Staff Development Project was effective in accomplishing its stated goals, its results were definitely noted to be in the desired directions.

Comparative Evaluation of Program Design

Research and demonstration projects are usually characterized by internal flux and purposeful variation in methodology and procedures. The Missouri Valley Staff Development Project for Employment Security Personnel has been no exception to this tendency. Although at times subtle, several variations in program design and training procedures were effected throughout the development and execution of the four programs outlined in the above report. In each case, variations and/or modifications of prior training designs were undertaken as means to more closely approximate the two central purposes of the project.

The most immediate of these purposes was to develop a programmatic staff development training model for Employment Service Counselors, Receptionists, and Placement-Technicians which would emphasize and enhance the special competencies and capabilities required for more efficient Employment Service team operations. More specifically, and second, the above training model would be designed to improve the quality of Employment Service employees working relationships with colleagues, employers, and applicants. Not stated as a specific goal or purpose was the concern in trainees' reactions to the training experience(s), as presented in the first part of Phase III.

The program of evaluation and assessment presented in Phase II was undertaken to ascertain, within limits, the extents to which the second purpose was achieved. Until this point, the emphasis of program evaluation has been participants' reactions to training activities and post-training variations in trainees' reported attitudes or descriptive reports of their on-the-job behavior. Comparative evaluation of the four training program designs cannot, in effect, be drastically different from the above evaluative concerns, since the two central project purposes

are tightly interwoven. The major difference between this section and the above evaluation section is that here the major concern focuses upon those overall or partial aspects of the four training program designs most commensurate with the achievement of stated purposes.⁴⁸

Comparison of individual program evaluations indicate certain apparent facts and relationships. Trainees' reactions to the content and particular organization of each of the four training sessions seems apparent from the evaluative tone observed in their responses to respective program evaluation measures. One noticable trend in the Final Program Evaluation forms is a decrease in nonspecific negative responses in items requesting evaluations of Project Staff, program organization and Group Process. This decreasing trend starts in the second program and continues through the third and fourth training groups. Negative evaluations are most prominent in responses to the Final Program Evaluation used in Program I. It is noted that while the actual level of participant activity per session varied, a steady decrease in Staff mediated structure and organization occurred across Programs II, III, and IV. The crux of this contrast is found in the relationships between evaluative responses obtained from trainees in Program I and IV and the organization of the two programs.

Pre-established organization and scheduling of training activities were characteristic of Program I, while the main task of developing a training program on the basis of common needs, problems and abilities was controlled by the participants in the fourth session. Participants in the fourth program were not only

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See Appendix I for the initial statement of purposes and objectives.

evaluating the organization efforts of the Project Staff, but were also assessing their own efforts and successes in developing their own training activities. Comparison of these data (from Programs I, II, III, and IV) suggest that a "semi-directive" staff position in conjunction with greater participant responsibility for program activity development works to the advantage of more functional program organization.

A further fact of interest is that as the amount of predesigned structure and organization was reduced (Programs II, III and IV). Trainees' evaluations of Group Process, the Model Employment Service session and evening Workshops tended to be more favorable in contrast to several responses in the Final Program Evaluation measure of the first program.

Variations in rank opinion responses obtained in pre and post session administrations of Program Inventory measures in Programs III and IV display an interesting relationship relative to the program design of the two training sessions. Although participants in Program III were allowed greater freedom in planning and organizing their Workshop activities than in Programs I and II, the third session was essentially structured by design. Analysis of "Before-After" opinion responses in the Program Inventory of Program III indicated considerably more opinion variation during that program than was observed in the analysis of comparable data from the fourth training session. As was mentioned in the Program Inventory analysis section of the fourth program,⁴⁹ the majority of opinion response changes occurring in the fourth program corresponded to similar changes in the same item

⁴⁹ See pages 119 - 124, Evaluation of Program IV.

of the third session Inventory measure, Part A. Overall comparison of third and fourth session participants' responses to these opinion items reveal very few major differences. A tenable hypothesis regarding this relationship is that under conditions of relative freedom to develop and implement their own training experiences, trainees are less apt to indicate opinion changes than trainees participating in pre-structured training. A related possibility is that perceptually, trainees participating in semi-structured training activities do not see themselves as being expected to change their behaviors, or opinions to the extent perceived by individuals participating in more highly structured and organized training programs. Neither of these hypothetical statements are offered as factual in the absence of sufficient data for testing their possible accuracy.

Inter-group comparisons of Follow-Up Evaluation data were presented in the preceding report section of Phase III. Particular attention should be directed to the details of training program design in relation to inter-group differences observed in these data. First, in quantitative terms, Group IV produced evaluations in the overall response frequencies (percentages) for those response alternatives previously described as "positive" or "in the same direction as Project Goals," in both parts of the Follow-Up Trainee Interview. Group III supervisors, however, indicated more favorable changes in participants' cooperation and working relationships with colleagues, applicants and employers, as well as increased efficiency and effectiveness in job performance. It would appear reasonable to assume that Program III was designed with sufficient trainee freedom and responsibility to foster changes in certain trainees' working relationships in the Employment Office setting. Program IV supervisor data closely approximates the results for Group III. It is to be pointed out that in most cases in Supervisor Interviews, "no change"

was positive in denotation (i.e., "he was good before, and he's still a good worker.")

While the above data do not permit error free conclusions regarding training design and program evaluation(s), strong support for a semi-structured training model comes from Group IV and Group III Follow-Up Evaluation data. The flexibility of the third program training design was, in effect, an anticipation of Program IV.

Both Project purposes may be described as "partially met". The design of an effective training program model was achieved to an extent in session III and to a great extent in session IV. And Follow-Up Evaluation data suggests that improvements in the quality of trainees' working relationships with colleagues, employers, and applicants were realized. Considerably more research and experimental training are definitely in order, however, as the results of the Missouri Valley Staff Development Project for Employment Security Personnel are still "first order". Both replicative and systematic research in the area of staff development training are, as this project has shown, potentially fruitful avenues of investment for the Employment Service.

CONCLUSIONS AND RECOMMENDATIONS

Improvement of the working relationship between the Employment Service and the employer, between the Employment Service and applicant, and between Employment Service employees was the purpose of the Missouri Valley Staff Development Project for Employment Security Personnel. Data from a number of sources collected by a variety of techniques was utilized in creating and conducting four training programs aimed at accomplishing this purpose. In light of the preliminary research and the information gained throughout the training programs concerning these topics, the following discussion with conclusions and recommendations is presented.

The problems which stimulated this training endeavor, the occasional though apparent failures in coordination and the lack of clear goal objectives within the Employment Service team and the inability of individual employees to understand how they fit into the total organization can be understood. Direct observation of the Employment Service's day to day operation supported by data acquired from the Opinionnaire and from participants in the training program suggest that this dysfunctionism is the result of change occurring within an organization which was not originally designed or equipped to handle change.

It must be realized that the Employment Service's operation is modeled after a complex organization. At the same time it is asked to and is attempting to render services which a simple organization could provide more effectively. In a complex organization each unit is organized with a clear and distinct separation of duties and responsibilities. The Employment Service positions of Recep-

tionist, Placement-Interviewer, and Counselor have been established as distinct positions with distinct duties. One of the basic qualities of this type of organization is a specialization within positions which can create conditions that lead to misunderstanding and lack of communication between persons in other positions. The simple organization, characterized by a lack of distinction of duties, would be more favorable for the efficient operation of the agency. One of the basic qualities of a simple organization is that each member is constantly aware of the duties, responsibilities, and needs of all other members of the organization and may be called upon to carry out any or all functions which fall within the scope of the organization.

The complex organization can exhibit the qualities of a simple organization, but only if special effort is made to produce these qualities. In the simple organization the awareness of the individual employee of his colleague's duties is for the most part an automatic occurrence. Each employee must be able to at any point assume the duties of any other employee if the organization is to survive. In the complex organization the dictation of duties and coordination of the organizational elements falls upon the shoulders of the supervisors. This dictation and the resulting lack of communication between positions produce employees who are capable of understanding only their own duties, responsibilities, and needs. As long as a complex organization is static, it may appear on the surface that the individuals making up the organization are flexible and highly adaptable. However, when the complex organization is in a state of flux, the lack of adaptability of the elements becomes readily apparent.

The data obtained in the investigation of the attitudes of the Employment Service employees revealed that they characterized themselves as members of a complex organization. They exhibit a clear conceptualization of their own duties and responsibilities. Placement-Interviewers place, Counselors counsel, and Receptionists do paperwork. They exhibit a clear conceptualization of their own likes and dislikes. Counselors like to counsel, Placement-Interviewers like to place people, and Receptionists like to meet people, and no one knows what anyone else is to do or why. Apparently, the greatest lack of understanding centers around the duties and responsibilities attached to the counseling position.

The magnitude of this lack of understanding has been amplified by the new directions of effort of the Employment Service exemplified by the HRD concept and the WIN and CEP programs. These new directions require the counseling position as well as all other Employment Service positions to be welded together to form an integrated functional team modeled after the concept of the simple organization. It will be necessary that the Receptionists and Placement-Interviewers realize that these new directions are not simply a change in terminology, but are requirements of operational reality. Counselors must become more aware of the complex intra-team functional relationships and of the contribution they must make to the facilitation of the duties of their fellow team members. Each member of the Employment Service team must not only understand the duties and responsibilities of his own position and those of his team-mates positions, but he must also understand what he can contribute to fellow members of the team.

The attitudinal data acquired from the employees suggest that the problems

being encountered are a result of the complex organizational structure. Theoretically, the present state of affairs need never have been reached. All of the data obtained by this project indicates a desire on the part of the employees to do a professional job, and, if necessary, to make radical changes in their duties and responsibilities. However, they ask in return, and justifiably so, that their needs be taken into account. The data from the Employer Interviews provides additional information relating to these concerns.

The most striking item obtained in speaking with employers is the apparent belief on their part that the Employment Service is a functional organization, functional from the standpoint that it is a source from which employees may be obtained. This opinion is striking because it would seem that the Employment Service employees do not feel as though employers view them in such a light.

Also, it was found that employers are clear as to their own duties, responsibilities, and needs; and agency employees are aware of their own duties, responsibilities, and needs. Employers hire and the Employment Service places. However, in this case we find the beliefs that the Employment Service knows what employers do and employers know what the Employment Service does. The data obtained suggests that this is not the case.

The problem can be restated in terms of whether one ought to train Employment Service employees or employers.

It is suggested that training of both is in order. The indications of the data obtained are that if employers were instructed as to how to make the most efficient use of the Employment Service, they would receive greater satisfaction from their relationships with the Employment Service. Yet, at the same time, the success of the training programs carried out in this project suggest that a concomitant combination of the two would be most profitable.

Simultaneous training of both Employment Service personnel and employers could be accomplished utilizing the five integral components designed for this project: (a) Group Process; (b) Participant Seminars; (c) "Model Employment Service"; (d) Field Work Activity; (e) Consultant Sessions. The first three of these components because of the nature of their design can apply only to training session participants. For this reason, it is suggested that consideration might be given to the inclusion of employers as training session participants in future programs.

Including both Employment Service personnel and employers as training program participants would bring together two of the three partners involved in the Employment Service's relationship with the economic community. It would allow each to teach the other and each to learn from the other in an atmosphere of mutual gain. The third partner in this relationship, the applicant, might also be included profitably as participants in future training programs. However, as applicant groupings exhibit such a variety of characteristics, and as individuals have, it is hoped, short term relationships as applicants, it is suggested that other means of education would be more beneficial.

The remaining two components, Field Work Activity and Consultant Sessions, are not limited in their educational capabilities in the same way as the first three components. These two components can be utilized in such a manner as to bring about simultaneous education of agency employees and employers without inclusion of employers in the training population. Through the use of employers as consultants in Consultant Sessions, and in the Field Work Activity, which involves their firms, meaningful direct education of employers can be carried out. Beyond the direct education benefits, indirect rewards can also be afforded by opening avenues of communication and making possible candid conversation between employers and agency employees. The use of applicants as consultants in the consultant sessions also affords the same direct and indirect education noted for employers.

Up to this point primary consideration has been given to the expansion of the programs to include employers as participants. A problem that has not been considered is the effect of not training supervisory nor administrative personnel. While the positions of Receptionist, Placement-Technician, and Counselor are the units where the symptoms of trouble appear, one must be foresighted enough to recognize the pitfalls of overlooking the other agency personnel positions. As stated above, the complex organization employee is the functioning unit of the formal organization and administration of the organization. Training of only the "first line employees" may produce problems fostered by miscommunication and differences on the experiential level between these "first line employees" and the administrative and supervisory personnel. This is not to mention the problems encountered because of differences in expectations. Managers, supervisors, and state administrators who are familiar with the management of

individuals functioning in a complex organizational system find it difficult to effectively manage or supervise individuals functioning as if they were part of a simple organization. If the Employment Service desires organization composed of active and adaptable individuals, consideration of this problem is imperative. It is suggested that the agency could most certainly benefit by inclusion of local, state, and regional supervisory and administrative personnel in its training programs. This would provide them with opportunities to learn how to better understand and better handle the otherwise new and different techniques or modes of employee operation. A warning must be made along with this recommendation. The training programs set forth in this project appear to be heavily dependent upon the participants' belief that they are in a secure environment. That is to say that the participants must feel as though they are able to try out new ways of doing things without fear of embarrassment or possible later consequences. The introduction of supervisory and administrative personnel, who may be perceived as authority figures, may produce a threatening situation to other participants. It is suggested that with careful selection and skillful introduction of personnel on this level this problem can be overcome. Another possible negative effect is that the supervisory and administrative personnel may perceive this as a situation which threatens them and attempt to lessen the threat by exercising the authority of their position. If these negative effects can be lessened, the profit to the agency could be tremendous. If these effects cannot be handled successfully, it is suggested that the use of supervisors and administrators as consultants could provide the same direct and indirect education opportunities as noted for employers and applicants.

The training programs set forth in this project appear to meet the needs of the Employment Service in producing a movement toward an organization that will function with improved effectiveness. Of major concern in the successful use of this type of program is what happens once the participants return to their local offices. One aspect of this consideration has been noted above. This is the supervisory and administrative response to the new methods and techniques learned in training. Further considerations include: (a) colleague reaction toward the new techniques and (b) effectiveness of the new methods in reaching the goal of the Employment Service.

With the supervisory and colleague reaction in mind an attempt was made in the present project to obtain at least two employees within the same local office so that they could support each other. There is evidence from other sources which indicates that without some support the effect of training can be expected to disappear rapidly. Data acquired in the follow-up portion of this investigation neither supports nor rejects this belief. A complicating factor in the consideration of this concern is that the data suggests that a person who has been involved in a training program is perceived by his colleagues as being different simply because he has been involved in a training program. This perception may result in either positive or negative effect. The negative reaction of colleagues occurs for the same general reason as the negative reaction of supervisors, but for a different specific reason. In both cases it is due to the colleague's or supervisor's inability to understand the situation and, thus an automatic rejection of the trained person's behavior. In the case of the supervisory and administrative personnel this rejection is due to perceived loss of control, and in the case of the colleagues the rejection is

a loss of security and predictability, if not simply a wariness of the supervisor's response. The best solution to the problem of negative reaction by colleagues to the changed behavior of the training participant is the same as that for the upper level personnel. This is the inclusion of the colleagues in similar training. Inclusion of sufficient numbers of colleagues in training programs can be accomplished by either conducting training programs for each local office at that local office with everyone included or by saturation of an entire state or area over a period of time.

The first of these two alternatives immediately creates a feasibility problem. A training program of the sort proposed would, in the case of small local offices, result in the removal of an entire office from a functioning status.

The second alternative would appear to be more workable. For this reason it is specifically recommended that saturation of a given area over a period of time would be most profitable. The use of this alternative would permit removal of participants from their usual occupational surroundings. Data acquired in this investigation suggest that a change in environment is helpful in producing the desired effect of the training program. This alternative would also allow a mixture of positional categories from different local offices which face different types of problems. Data acquired in this investigation indicates a heterogeneous mixture of this nature aids in the development of greater understanding and management of ideas for solution of the problems encountered.

The effectiveness of new methods and techniques while dependent upon colleague reaction is also dependent upon the applicability of the information to the

participant's local situation. It would appear as though intra-office applicability can be determined by the respective employees because of their familiarity with their local office conditions. However, this cannot be assumed in the case of agency-employer relationships. As stated previously, there appears to be a lack of understanding between agency employees and employers. While this can be overcome to some degree by utilizing employers from cities other than the employee's, this is not ideal. In this investigation it was found that employers and employees who knew each other could be candid in a training program which by mutual agreement was a secure and confidential environment. Therefore, it is suggested that the effectiveness of the training program can be improved by use of employers from the same locale as the agency employees.

The new methods and techniques learned in the training program are self-maintaining if given the proper environment. The basic elements of this environment are: (a) reward for or at the very minimum non-punishment by supervisory and administrative personnel for utilization of new methods and techniques acquired in training, (b) positive acceptance of these new ideas by colleagues, and (c) the observable effectiveness of the techniques and methods learned in the training program. Given the first two conditions, the third condition is in most cases self-correcting. That is, given the first two conditions, the employee can be expected to correct his actions that do not assist him in reaching his desired goal. However, if either of the first two conditions are not present, the new techniques can be expected to be discontinued. This discontinuance can be expected to be followed by reinstatement on the part of the trained employee of his former method of doing his job.

In order to keep these former behaviors from reappearing while training programs are being conducted for personnel on all levels of the Employment Service, it is suggested that stop-gap measures be taken. These measures may take the form of short duration follow-up workshops. These workshops can be conceptualized as programs in which the employee may openly discuss the problems he has encountered in the use of the new techniques and may actively search out solutions to these problems. While the workshop's primary purpose is one of stalling for time, it could in fact serve a secondary role of producing greater efficiency by solving the problems encountered by the participants in trying to apply their newly learned methods and techniques. The length of time that the continuance of these stop-gap measures will be necessary cannot be accurately predicted. But it is assumed that these measures should be continued until the first two basic elements of the proper environment are achieved.

Data acquired before, during, and after the training programs leads the project staff to believe that the training program components are adequate for the purposes for which they were chosen. Consideration of how the training program in general could be made more effective has been discussed above. It would appear appropriate to consider the basic components utilized, and the effect of each component on the other components, and the environment's effect on the components and program as a whole.

The environmental conditions as cited in the body of this report can be placed in the categories of: (1) physical environment, and (2) psychological environment. The physical environment would be the participants' accommodations. The psychological environment would be: (a) the degree of belief by the parti-

cipants that the environment was a secure and confidential one, and (b) the participants' perceptions of the staff and consultants.

In establishing the basic foundation for the training programs, it was felt that separation of participants from familiar surroundings would aid in obtaining the desired behavioral changes which was the goal of the project. This belief, while not directly measured, was indirectly confirmed. Another belief was not supported. It had been felt that through placing the participants in double rooms a feeling of closeness or groupness would be produced. This was attempted in the first session and produced a disruptive effect. While it is not possible to state that the double-room accommodations alone were responsible for the disruption, it is recommended that double rooms be used in similar training programs with caution.

In regard to the psychological environment, it appears that a belief that the environment is secure and confidential is a necessity. In carrying out the training program it appeared as though a limited success could be claimed. The reason for this failure is not clear. The lack of faith in the environment can be broken down into two categories. The first category is that of individual skepticism. In this category are those individuals who gave evidence of distrust of the staff and/or other participants. It is suggested that one of the primary reasons for this individual skepticism is that when the individual is immediately faced with a "non-social" situation problems occur. In such a situation he must be concerned with an entire group instead of a single individual. This produces a cyclic action in which his perceptions of others' reactions is distorted, producing inappropriate behavior. Ways in which this skepticism can be alleviated

are elusive.

The only recommendation to be offered is implementation of a strictly social gathering prior to the actual training activities. This, theoretically, would allow the participants to "feel out" the staff and other participants in a manner to which they are accustomed. This type of gathering allows the individual to conduct himself in a manner comfortable for him. This, in turn, allows him to concentrate on the other individuals' responses and in so doing become more secure with other participants. This procedure was attempted in the fourth program with limited success. A note of optimism can be offered, however, It appeared as though, with possibly the exception of the first session for not completely understood reasons, this individual skepticism decreased over time. That is, the longer the participants and staff were together, the less the individual skepticism was apparent. A factor that appeared important in this effect is that of a relationship between staff and participants which extended beyond the actual training sessions. This also provided the staff the opportunity to indirectly carry out an extension of the training. Therefore, it is recommended that the staff be encouraged to participate with participants in recreational and other types of activities that are not directly related to the program.

The second category, that of not believing the environment to be secure and confidential, involves intrusion from without. With certain levels of administrative personnel acting as consultants there appeared a degree of distrust. A very marked effect or degree of distrust occurred, however, when administrative and supervisory personnel appeared unexpectedly. It is suggested that the personnel acting as consultants were perceived as having a legitimate purpose

in the session, and therefore could be trusted. However, when administrative and/or supervisory personnel simply "dropped by" or "sat in" training sessions, there was a question of purpose, with a resultant suspicion on the part of the participants. It is therefore recommended that unless non-participant personnel actively take on the role of a consultant, or their presence is thoroughly explained in advance, they should be requested not to "sit in" during the training sessions.

The way in which the staff and consultants are perceived is also an important aspect of consideration. Two primary perceptions appear necessary. The first of these is one of competence, knowledge, and concern on the part of the consultants and staff with the participants' side of the story. The second is the perception by the participants that they will be allowed to determine to a high degree their own direction in the training sessions. The training staff can foster both perceptions only by actual knowledge of, concern with, and commitment to a non-authoritarian stance. Both perceptions are complementary. Without these perceptions on the part of the participants, there appears a marked decrease in the willingness of the participants to take an active involved role in the training sessions.

The purpose and effectiveness of each of the basic components of this project have been considered in the body of this report. However, no consideration has been made of the interrelatedness of the components and their effect on each other. While Group Process appears to have been effective in reaching its stated purpose, its effect on other components and the effect of other components on Group Process is uncertain. Due to the nature of Group Process it was not

possible to observe or otherwise directly measure this effect. The only way in which effect could be measured was indirect, by observing changes in participant behavior in the afternoon and evening sessions and inferring what might have occurred to produce these changes. It is one staff member's belief that there occurred a negative effect as a result of Group Process. This effect was that of keeping the participants from forming a tightly knit group early in the program. It is felt by this staff member that a formation of this latter type would have produced more effective afternoon and evening sessions. However, as stated this is only an inferential conclusion. His recommendation is a modification of Group Process which from present knowledge of Group Process is not possible. It should be noted that some support of the opinion of the one staff member expressed above can be found among the other training staff members. However, it is the opinion of the majority of the staff that the responses of the training participants to direct questions concerning Group Process indicate that there was positive gain as a result of this activity. Data supporting this position has been presented previously in the section of Phase III devoted to the "Follow-Up Interview". It is only fair that this warning be issued. A Group Process component should not be included in a training endeavor unless a professional who is well schooled and experienced in this type of activity is employed to conduct the Group Process sessions.

The other four components: Participant Seminars, Consultant Sessions, Field Work Activity, and "Model Employment Service" appear to be effectively complementary. It is recommended that these components contain a thread of continuity when utilized in a staff development endeavor to help the participant see

the relationship between the preceding and following sessions. Of interest is evidence that evening activities were not avoided but actually promoted. It was found that a large majority of participants appeared to be willing to participate in evening sessions and found them to be productive. It is suggested that this is a result of the participants' desire to demonstrate their capability and sense of responsibility in an area they considered to be above and beyond the call of duty.

The "Model Employment Service" session, while a consultant session, should be given separate notice. Although this training activity does involve consultants, it differs from the other consultant sessions in that the participants actively present an alternative to the status quo. Evidence suggests that this session is most effective as the last formal training session. In this position it functions as a testing ground for a synthesis of the materials and ideas acquired by the participants during the training program. It provides the participants with a "hitching post" for these ideas and a possible direction for their application when they return to their local office. It is also recommended that the consultants utilized for this session be carefully chosen. They should approach the ideas with an open mind but at the same time offer well founded critical evaluation.

The discussion, conclusions, and recommendations to this point have focused on training programs as a total unit. However, in working with these components, it has become apparent that none are actually totally dependent upon one another. While it is suggested that they do in fact provide the Employment Service with an integrated program aimed at the creation of an "Employ-

ment Service Team", it is also suggested that the various components could be used effectively by themselves. The whole program, as noted earlier, would face a feasibility problem in many local offices. However, it is suggested that a consultant session with a local employer could do much in attaining closer cooperation with employers. A consultant session with administrative personnel could do a great deal to improve relationships between "first line" employees and administrative personnel. A consultant session with applicants could bring about the understanding necessary to improve the relationships between the agency and the applicant. A discussion involving persons from all office staff positions concerning the duties, responsibilities, needs, problems, and satisfactions each finds in his job could aid the development of cooperative relationships in the office. It is recommended that these activities be carried out on the local level in combination or singly. In doing so, it is suggested that the "front line employees" be allowed to decide what they wish to explore and how. It is suggested that the training components designed for and utilized in this project be employed only where a sincere commitment to the attainment of understanding of other persons' points of view and a sincere atmosphere of mutual respect are present. Where these commitments exist, there should be no problem of the environment being perceived as secure and confidential. One important note should be made. The first sessions might appear to be nothing more than "gripe sessions", with nothing productive being accomplished. This is usually a self-correcting behavior with productivity increasing over sessions. Therefore, it is suggested that such behaviors should be allowed to occur, and not be used as points to break off the sessions. The reason for this behavior is not clear and immediate stifling may in fact hamper the developmental progress.

The training staff of the Missouri Valley Staff Development Project for Employment Security Personnel sincerely believes that the training endeavor described in this report can provide a solid foundation upon which beneficial, meaningful, and developmental training experiences can be constructed. This staff development program is the end result of much research and hard work, but it is not considered by the staff to be a perfect product. However, it does present a point of departure from the traditional training endeavor, a departure which the training staff sincerely recommends for exploration.